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ABSTRACT

This index is a listing of those articles from "Elementary English" which are of interest to teachers and researchers working in the varied areas of reading. The citations are organized into categories which are familiar to those educators, and the detailed Table of Contents serves as a subject index to the volume. An author index is also provided. (Author)

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# For the Reading Teacher:

## An Annotated Index To *Elementary English*, 1924-1970

Compiled by

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and

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**ERIC Clearinghouse**
**on Reading and Communication Skills**

**National Council**
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# Introduction

*For the Reading Teacher: An Annotated Index to "Elementary English," 1924-1970* is, as the title indicates, a listing of those articles from *Elementary English* which are of interest to teachers and researchers working in the varied areas of reading. The citations are organized into categories which are familiar to those educators, and the detailed Table of Contents serves as a subject index to the volume. An author index is also provided.

This work represents the cooperative effort of two ERIC clearinghouses—Reading, and the Teaching of English—and a large number of people. Initial credit belongs to Professor Larry Harris of the University of North Dakota who sparked the idea for the project, screened the citations from *Elementary English*, decided which should be included, and set up the initial categories for indexing. The majority of the annotations are taken from Professor Walter J. Moore's *Annotated Index to "Elementary English": 1924-1967*. The recent annotations were written by Linda Hovde, staff member of the ERIC Clearinghouse on the Teaching of English. The final categorizing and the Table of Contents are the work of E. Marcia Kimmel of the University of Illinois.

The federally funded ERIC clearinghouses are encouraged by the U.S. Office of Education to work jointly in areas that overlap in their scopes. This effort, which was begun under the auspices of ERIC/CRIER and NCTE/ERIC, two ERIC clearinghouses which have recently been merged, has been completed by the newly formed ERIC Clearinghouse on Reading and Communication Skills.

Bernard O'Donnell
Director, ERIC/RCS

# For the Reading Teacher:

## An Annotated Index to *Elementary English*, 1924-1970

### 1. Developmental Reading

#### a. Historical

1. DEBOER, John J. "Controlling Concepts in Reading Instruction." 22(Feb. 1945), 61-65, 70.
Discusses and evaluates major concepts in reading instruction current in the 1940s.

2. PRATT, Willis E. "Going Places in Reading." 24(Mar. 1947), 151-162.
Believes that reading has progressed as an art and a science more in the past 25 years than in the preceding 300. Notes progress most observable in 8 areas: readiness, attitudes, relation to other subjects, remediation, meaning, materials, methods, purposeful reading.

3. SMITH, Nila Banton. "What Have We Accomplished in Reading?—A Review of the Past Fifty Years." 38(Mar. 1961), 141-150.
Reviews fifty years of accomplishments in the scientific study of reading.

#### b. General

4. BETTS, Emmett Albert, and others. "What Shall We Do about Reading Today? A Symposium." 19(Nov. 1942), 225-256.
Includes views of reading authorities Emmett A. Betts, E. W. Dolch, Arthur I. Gates, William S. Gray, Ernest Horn, Lou LaBrant, Holland Roberts, Dora V. Smith, Nila Banton Smith, and Paul Witty. Symposium was designed to discover a more proficient way to teach reading than the systems which resulted in the extensive rejection of men from the armed services on grounds of illiteracy.

5. CROSBY, Muriel. "The Totality of the Reading Program." 36(Oct. 1959), 374-379.
Emphasizes three broad aspects of a good reading program: developmental, curricular, and enrichment.

6. GRAY, William S. "New Issues in Teaching Reading." 10(Sept. 1933), 161-164, 182.
Discusses reforms in reading innovations desirable in light of social trends and needs, and the importance of reading for the achievement of greater social efficiency and for the development and growth of personality.

7. HOCKER, Mary Elsa. "Primary Prevention of Reading Failure." 46(Feb. 1969), 188-190.
Identifies problem areas in reading instruction, and introduces an individualized, developmental reading program to promote reading success.

8. McKEE, Paul. "Certain Matters of Importance in Teaching Reading." 14(Apr. 1937), 115-118, 151.
Lists nine points of importance which affect the effectiveness with which children are taught to read.

9. McKEE, Paul. "Preliminary Construction of a Course of Study in Reading." 3(May 1926), 143-148.
Describes main groups of reading situations for development of progressive curricula: (1) for information, (2) for recreation, (3) (to others) for recreation. Reports that adaptation of materials for individual differences is needed in remedial instruction.

10. MARCUS, Marie S. "Three Charlie Brown Blankets in Reading Instruc-

tion." 42(Mar. 1965), 247-248, 279.
Considers areas of reading instruction that need urgent improvement and cites reasons why.

11. MORGAN, Annie Lee. "Recent Experiences in Teaching Reading: A Symposium." 20(Dec. 1943), 299-305, 333.
Offers a symposium of six views of various aspects of one reading experience.

12. MURPHY, George E. "Johnny Lives and Reads." 24(Dec. 1947), 513-527.
Shows the likeness of reading to human life and gives examples.

13. PRINCE, Dorothy. "Step-by-Step We Grow in Reading." 40(Apr. 1963), 436-439.
Discusses essential elements for a sound reading program in a school system.

14. ROSS, Ramon, and LaPray, Margaret. "Two Iconoclasts Re-View Reading." 41(May 1964), 530-531.
The authors submit ten generalizations about the teaching of reading drawn from daily observations in classrooms, not pedagogical texts.

15. SMITH, Nila Banton. "Prospectives in Reading Instruction: Past Perfect? Future Tense?" 45(Apr. 1968), 440-445.
Surveys the changes that are influencing reading instruction: memory-enhancing chemicals, new teaching materials, electronic devices. Maintains that good teachers have a vital role in teaching reading and cannot be replaced.

16. SMITH, Nila Banton. "Something Old, Something New in Primary Reading." 37(Oct. 1960), 368-374.
Discusses current innovations in concepts, methods, and materials in reading including evaluation concepts, individualized instruction, and mass media.

17. WITTY, Paul A. "Reading Instruction—A Forward Look." 38(Mar. 1961), 151-164.
Discusses reading instruction as an individualized method for each child. Comments on criticisms of reading instruction by Flesch and others.

### c. Principles of Instruction

18. PEASE, Marion Ochsner. "Bases for a Reading Program." 17(May 1940), 179-182.
States the basic principles of a reading program: (1) individual differences, (2) growth and development, and (3) taking a pupil where he is and helping him to grow.

19. ROGERS, C. D. "Developmental Integration in Reading." 45(Dec. 1968), 1068-1070.
Defines developmental integration and endorses its use in teaching reading in order to enable children to bring together (1) actual experiences with experiences in books, (2) parts from many books, (3) separate experiences to form a whole feeling, and (4) all of their ideas acquired through reading and experience to achieve an integrated creative spirit.

### d. Reading Programs

20 AMMERMAN, Kathleen. "A Guided Program in Reading." 23(Mar. 1946), 115-120.
Discusses the Glencoe school system's guided program in reading and other ideas related to it.

21. BARBE, Walter B. "For Children Who Have Reading Problems." 32(Feb. 1955), 91-93.
Describes how a local community and a university became involved in a common action project called the "Reading Center" at Chattanooga.

22. BARBE, Walter B., and Waterhouse, Tina S. "An Experimental Program in Reading." 33(Feb. 1956), 102-104.
Discusses an experimental program in reading in a Chattanooga school that met its pupils' own needs by presenting each child with a reader on his level and continuing with the developmental approach. Results of the experiment were favorable.

23. COOKE, Paul. "Army Education and

the Teaching of Reading." 25(May 1948), 298-307.
Lists the aims for reading instruction offered by the army. Program used phonics, vocabulary recognition of written words, association of words with pictures.

24. DAVIS, O. L., Jr. "Reading at the School Camp." 35(May 1958), 317-321.
Presents the objectives and materials of a reading program at a school camp.

25. HOCKER, Mary Elsa. "Primary Prevention of Reading Failure." 46(Feb. 1969), 188-190.
See 7 for complete annotation.

26. JOHNSON, William H. "Our Chicago Developmental Reading Program in Operation." 21(Feb. 1944), 47-53.
Describes briefly the developmental reading program of Chicago schools and the reasons for its success.

27. ROBERTS, Bertha E. "The City-Wide Reading Program in San Francisco." 8(Mar. 1931), 51-53, 63, 69.
Relates sampling experiment with fourth-grade children, dividing children into three reading groups: slow-moving, average, and fast-moving. Results showed that in two months some children progressed in reading ability as far as they would ordinarily in 11½ months.

28. UHL, Willis L. "Reading and Life in the Upper Grades." 3(Apr. 1926), 108-110.
Describes a change in curriculum and techniques in the reading program in the upper grades in Boston.

## 2. Reading in the Language Arts Program

### a. General

29. ARNOLD, Frieda. "Individualized Reading and the Language Arts." 39(Mar. 1962), 269-273.
Points out that growth in individualized reading can be promoted by all the phases of language arts. Letters to favorite authors, stories of daily happenings, personal magazines, and class magazines contribute to a many-sided program. Vocabulary growth will be encouraged by constant attention to new and better words to express the students' ideas. Jingles can be used to impress children with word meanings and to encourage creativity.

30. CARROLL, John B. "Some Neglected Relationships in Reading and Language Learning." 43(Oct. 1966), 577-582.
Shows neglected relationships in reading and language. Compares these two areas of learning and gives conclusions: (1) language is learned, but reading is taught; (2) language learning reveals irregularities along with regularities, but reading instruction does not; (3) understanding and speaking are combined in language study—writing is taught separately from reading; (4) code is meaningful in language learning; it has been underemphasized in the teaching of reading.

31. LAMERS, William M. "Land Where the Pilgrims Pried." 23(Nov. 1946), 308-310.
Notes that our patriotic language is neither recited correctly nor understood by the child: teachers need to make certain that children are getting the words straight and getting the proper meaning out of the words.

32. MOORE, Walter J. "Reading in the K-12 Language Arts Program." 41(Mar. 1964), 207-210, 217.
Points out the importance of all teachers, whatever their content area, being teachers of reading. Reading skills are both general and specific; although a student possesses a general skill, he may not have the skill for a specific kind of reading. Discusses the importance of elementary teachers in dealing with higher reading processes.

33. NEWMAN, Robert E. "Building Each Child's Desire to Read—A Year-Long Language Arts Experience in Second Grade." 37(May 1960), 310-315.
Describes an individualized reading and creative writing program of a second grade:

(1) children were permitted to read their basal readers at their own rate with their teacher making periodic checks on their skills and comprehension; (2) the teacher taught reading skills to her entire class daily; (3) creative writing began in the middle of the year; (4) a mother assisted the children with spelling for this activity. At the end of the year the median reader in the class had made two years' progress in one. The skill of some children exceeded their knowledge of correlative social studies concepts.

34. TOWNSEND, Agatha. "Interrelationships between Reading and Other Language Arts Areas." 31(Feb. 1954), 99-109.

Stresses the needs for interrelationships among the many phases of the language arts from kindergarten through college. Suggests teacher methods of planning a reading program, based on the findings of various studies, and types of materials to be used.

#### b. Creativity

35. FJELDSTED, Lillian W. "Broadening Reading Interest through Creative Expression." 35(Oct. 1958), 391-394.

Presents ideas used to involve students in creating new and varied reading materials.

36. STRICKLAND, Ruth G. "Children, Reading, and Creativity." 34(Apr. 1957), 234-241.

States that reading is not just reading but a reading into words so that a child finds personal fulfillment and expands his experiences.

#### c. Writing

37. ALLEN, R. Van. "The Write Way to Read." 44(May 1967), 480-485, 491.

Considers the relationships between reading and writing, language concepts developed by children, and the language experience approach to the teaching of reading. Presents goals, sight vocabulary, phonics, materials for reading, motivation for reading, classroom organization, and evaluation of pupil progress.

38. DAVIS, Wylma. "They 'Write' Their Way to Reading Readiness." 23(May 1946), 207-210.

Provides information on how to make reading charts that develop the desire to read and pave the way for book reading at the first grade level.

39. HILDRETH, Gertrude H. "Early Writing as an Aid to Reading." 40(Jan. 1963), 15-20.

Prescribes a method of teaching reading through using a simultaneous writing-reading approach and employing manuscript handwriting.

#### d. Spelling

40. WARNICK, Martin J. "The Correlated Reading, Spelling Context Method." 31(Apr. 1954), 204-206.

Presents methods to develop mastery of words for the poor reader and good experience for the accelerated reader while helping the slower reader with problems. Advocates making sure the student can read the words with meaning and understanding in context. Lists group activities for poor readers as well as for accelerated classes.

#### e. Listening

41. DEVINE, Thomas G. "Reading and Listening: New Research Findings." 45(Mar. 1968), 346-348.

Attempts to clarify the relationship between reading and listening; examines the basic assumptions (1) that general instruction in either reading or listening affects competence in the other and (2) that reading and listening test scores correlate highly; concludes that these assumptions are not supported by research and that further research is needed.

### 3. Methods of Teaching Reading in the Language Arts

#### a. General

42. BETTS, Emmett Albert. "Levels of Professional Competency in Differentiated Reading Instructions." 22(Nov. 1945), 261-270, 295.

Discusses the different ways to teach read-

ing—from level 0, which teaches reading purely by textbook with no regard to needs of the students, up to level 11, which groups the students according to needs, aptitudes, and achievement.

43. BONAR, Hugh S. "Systematic versus Incidental Training in Reading." 10(Apr. 1933), 90-94.
Reports a study to determine the comparative effects upon learning to read of formal reading periods and of subject matter periods of reading instruction. Findings indicated that reading must be taught as such but must also be associated with other subjects.

44. CARROLL, John B. "Some Neglected Relationships in Reading and Language Learning." 43(Oct. 1966), 577-582.
See 30 for complete annotation.

45. CROSBY, Muriel. "Getting Underway in Reading." 36(Nov. 1959), 470-474.
Discusses the fact that there is no single successful method of teaching reading and that a good teacher draws on many methods depending on the situation and the needs of the child.

46. McCULLOUGH, Constance. "Recognizing Child Development in the Reading Program." 25(Jan. 1948), 1-11.
Presents five ways to achieve good results in teaching skills in reading programs.

47. PENNELL, May E. "Method in Reading." 3(Apr. 1926), 131-133.
Suggests: (1) purpose in reading—for the child, (2) mastery of mechanics in reading, (3) evaluation of results of reading, (4) child's appreciation of beauty of words and phrases.

48. RENCH, Hazel S., and Moroney, Frances M. "A Challenge: I Can't Read." 32(Nov. 1955), 455-458.
Emphasizes the need for imaginative planning in teaching reading; offers a variety of specific and proven procedures.

49. WHEELER, Lester R. "Indirect Methods of Teaching Reading." 22(Mar. 1945), 106-108.
Discusses points to be remembered in structuring incidental reading experiences; discusses role of the teacher, use of classroom displays.

*i. Primary*

50. COX, Joyce W. "A First Grade Experiences Reading." 26(Dec. 1949), 447-450, 460.
Lists three things necessary for fluent first grade reading: (1) a rich and meaningful experience background, (2) permissive atmosphere, and (3) huge quantities of reading material.

51. EAKIN, Gladys A. and Spence, Eugene S. "Team Teaching and Independent Reading." 39(Mar. 1962), 266-268.
Notes that a team teaching atmosphere, in which a team of teachers divides the responsibilities of teaching reading to a given group of students, seems to lend itself to the reading program. Students move through the primary grades in a continuum and at the speed best suited for each student. Recommends a four-day cycle: (1) work in workbooks and reading orally with a partner; (2) literature and sharing activities; (3) workbooks and phonics; (4) tests and silent reading.

52. HUBER, Miriam Blanton. "Teaching Beginners to Read—An Integrated Process." 5(Apr. 1928), 116-118.
Pleads for an effective and integrated approach to the teaching of reading, which would take into consideration a child's needs, interests, and potential for self-direction: in teaching beginning reading a limited number of words would be introduced to a child in context; a workbook, with a structured arrangement of presenting clues, would provide interesting activities to promote reading for meaning; an accompanying reader would use the same vocabulary—realistic rather than idealistic in describing the child's environment.

53. JENKINS, Elizabeth M. "Developing Independent Readers in the First Grade." 27(Mar. 1950), 149-154, 170.

Presents author's method of teaching her first graders to become independent readers. She used a method that was a combination of the Key Word Technique and the teaching of vowel sounds from their key words.

54. POTTER, Gladys R. "Education through Public Signs." 6(Dec. 1929), 279, 282.
Second grade children collected public sign directions from what they saw during early activities. After bringing them to class and writing on manila paper, the children discussed why signs were used and what they meant.

55. RICHARDINE, Sister. "A Reading Activity in Grade One." 15(Apr. 1938), 129-132, 160.
Discusses a daily log kept in the first grade class for a year and gives the advantages and implications for reading readiness and vocabulary growth.

56. RICHARDS, I. A., and Gibson, Christine. "A New Proposal Concerning Beginning Reading." 26(Dec. 1949), 461-464, 467.
Discusses a new plan for teaching beginning reading which will balance mechanics with meaningful content.

57. SCHENK, Esther. "Reading Is Useful, Now That We're Six." 24(Dec. 1947), 498-513, 541, 555, 561, 575.
States that good functional reading should contain a basic reading vocabulary, meaning, and vividness.

58. SMITH, Nila Banton. "A New Method of Teaching Beginning Reading." 2(Mar. 1925), 106-111.
Uses the picture story as a means of promoting reading. Includes an experiment from the Detroit schools. Indicates that children using story-picture material far surpassed control group.

#### *ii. Intermediate*

59. LINDAHL, Hannah M. "A Reading Program: Fourth, Fifth and Sixth Grades." 3(May 1926), 158-160.
Discusses the teaching of phases of reading on several levels—silent, oral, comprehension, drill, entertainment. Lists books read and discussed.

60. PENCE, Helen, and Sallee, Esther. "A Fourth Grade Book Journey." 14(Oct. 1937), 206-208.
Gives an account of improvement in reading using grade levels of books from grade two to five and a round-the-world-trip motivation. Describes individual development in several facets.

61. UHL, Willis L. "The Unification of Reading in the Intermediate Grades." 15(Apr. 1938), 117-119, 128.
Discusses the merits of a unified reading program in the intermediate grades; diversification of materials does not follow the child's natural development.

### b. Language Experience

62. ALLEN, R. Van. "The Write Way to Read." 44(May 1967), 480-485, 491.
See 37 for complete annotation.

63. BENJAMIN, Dayton, and Burton, Alice. "The Experience Approach to Beginning Reading." 31(Oct. 1954), 346-349.
Indicates that the first steps in learning to read should be based on the child's experiences and interests. The children were guided through a variety of motor, social, and aesthetic experiences in order to establish a background for reading.

64. BETTS, Emmett Albert. "Two New Studies of Reading." 19(Apr. 1942), 147-150.
*Guiding Children's Reading through Experiences* by Roma Gans and *Individualization of Instruction in Reading* by May Lazar are the two books reviewed in this article. Gans believes that the reading program should be based on the child's experiences. Lazar thinks that a challenge should be met in the graded readers and fixed curriculum and that differentiated instruction with individual activities should be added to reading. Betts recommends a program of differentiated instruction with individual activities.

65. BURNS, Paul C. "A Re-Examination of

the Role of Experience Charts." 36(Nov. 1959), 480-483, 532.
Describes an experience chart, its purposes and objectives, advantages and disadvantages.

66. BUTLER, Elsie. "Further Experiences in the Third Grade." 28(Feb. 1951), 57-69.
Explores the possibilities of extra experiences that will stimulate the spontaneous interests of third graders, from field trips to reading in groups and working in committees.

67. CROSBY, Muriel. "Curriculum Building and the Reading Process." 37(Jan. 1960), 14-19.
Discusses the need to relate reading experiences to those experienced by the child outside of the classroom and also to the experiences that the child has in other subject matter classes in school.

68. CROSBY, Muriel. "Experience and the Reading Process." 36(Dec. 1959), 552-555.
Refers to the need for experience in the background of the student before reading can be meaningful to him. Stresses the need for the teacher to continuously evaluate the reactions of each student to his reading experiences to determine when he needs help in motivation and understanding of the material read.

69. CRUTCHFIELD, Marjorie A. "In Practice: The Language-Experience Approach to Reading." 43(Mar. 1966), 285-288.
Describes a reading program individualized by the use of pupil-prepared materials and pupil-chosen textbooks.

70. DUNSMORE, Jessie. "An Environmental Problem." 12(Nov. 1935), 236-237.
Presents a report of a primary teacher who acquired a setting hen to use as an incentive for conversation to develop language skills in her slow readers.

71. HEFFERNAN, Helen. "Reading in the Experienced Curriculum." 16(Nov. 1939), 257-259.
Shows how to develop an experience unit that will motivate children to read.

72. HILDRETH, Gertrude H. "Experience-Related Reading for School Beginners." 42(Mar. 1965), 280-284, 289-297.
Supports an experience-related approach to the teaching of reading in the primary grades. Suggests a renewal of the experience-oriented methods used in the 1920s and 1930s that according to research have shown students reading as well as or better than pupils taught from standard basal readers.

73. KALLEN, Miriam. "Begining Reading Experiences in the New School." 16(Jan. 1939), 27-30.
Suggests that reading taught by the experience method in the "new school" will foster appreciation, enjoyment, and curiosity in reading that has not been attained in the "old school" methods.

74. KRUZNER, Donald L. "Reading as a Live Experience." 24(Dec. 1947), 536-541.
Takes a trip with a small boy and tells how reading applies to his everyday experiences.

75. LEARY, Bernice E. "They 'Look and Say' or Do They?" 20(Feb. 1943), 41-47.
Maintains that reading inhibitions are caused by language barriers and background experiences. Presents two lines of attack on this problem. Poses eleven questions to help a teacher evaluate his own teaching procedures.

76. SHEPPARD, Lila. "Talk Written Down." 40(Jan. 1964), 40-43, 61.
Expresses the idea that reading is talk written down and advocates ways of drawing upon children's experiences and conversations to help them in their reading.

77. YOUNG, William E. "The Language Approach to Reading." 7(May 1930), 113-115, 134.
Relates visual problems to language progress.

### c. Specialized Techniques

#### i. Dialects

78. BARATZ, Joan C. "Linguistic and Cultural Factors in Teaching Reading to Ghetto Children." 46(Feb. 1969), 199-203.

Points out the differences between Negro nonstandard and standard English, and urges textbook writers and teachers to use the vernacular in beginning reading instruction before using standard English in order to nurture ego development and the reading and school success of ghetto children.

79. LOBAN, Walter. "Teaching Children Who Speak Social Class Dialects." 45(May 1968), 592-599, 618.

Endorses teaching standard English to children who have social class dialects, not as a substitution for dialect but as a supplement to it, in order to foster freedom for social mobility. Promotes the language experience approach in the primary grades, emphasizing oral-aural activities.

#### ii. IPI

80. BECK, Isabel L., and Bolvin, John O. "A Model for Non-Gradedness: The Reading Program For Individually Prescribed Instruction." 46(Feb. 1969), 130-135.

Describes the linguistic approach of IPI and the stages involved: behavioral objectives, diagnostic tests, pupil's prescriptions, materials, classroom management, and data collection.

#### iii. Typewriter

81. HAEFNER, Ralph. "The Influence of the Typewriter on Reading in the Elementary School." 13(Dec. 1936), 291-294.

Discusses the influence of the typewriter in the elementary school under these headings: Reading and Writing, Typing and Reading Comprehension, Typing and Perception in Reading, Typing and Eye Movements in Reading, Typing and Intermediate Grade Reading, and Typing and Reading in Relation to Native Ability.

#### iv. Programmed Approaches

82. HAMMILL, Donald, and Mattleman, Marciene. "An Evaluation of a Programmed Reading Approach in the Primary Grades." 46(Mar. 1969), 310-312.

Advocates the use of auto-instructional techniques in the classroom and describes a research project which investigated the effectiveness of the Sullivan Associates Programmed Reading approach compared with the basal reading approach. Offers a defense as to why the SAPR was not found to be significantly better.

83. RIEGEL, Paula. "Programmed Learning and Reading." 40(Mar. 1963), 251-254.

Discusses the theoretical background and types of programmed materials for a reading program and the type of student for whom such an approach is appropriate.

#### v. Split-Vu

84. UNGARO, Daniel. "Split-Vu Reading." 39(Mar. 1962), 237-238, 252.

Reports that teaching reading by the Split-Vu method was tested in the Saratoga schools for a year. Small classes with ten or twelve pupils were used in order to have (1) a closeness with the teacher, (2) a closeness to experience to insure meaning, and (3) a closeness to reality. Filmstrip stories were used. After this method was used, tests showed that all the children except one were reading above normal, and students displayed feelings of security.

85. UNGARO, Daniel. "The Split-Vu Reading Program: A Follow-Up." 42(Mar. 1965), 254-257, 260.

Summarizes an experimental reading project in the Sarasota schools which includes objectives, procedure and results.

#### vi. Words in Color

86. BENTLEY, Harriett. "Words in Color." 43(May 1966), 515-517.

Discusses a reading approach whereby sign-sound combinations of English are learned by particular colors which unify each sound.

87. SCOTT, Robert Ian. "Teaching Elementary English Grammar with Color-Coded Word Blocks." 45(Nov. 1968), 972-981.
Report of a program to determine whether first-graders can learn to write and to understand English sentences by manipulating color-coded word blocks. Concludes that children like this program and that, from it, they learn the basic patterns of English sentences, what questions they ask and answer, and to transform the patterns, to substitute one word for another, to add words where needed, and to choose the right noun and verb forms.

#### *vii. Laubach Method*

88. CORTRIGHT, Richard W. "Each One Teach One: The Right to Read." 40(Mar. 1963), 299-302.
Describes "Each One Teach One"—the Laubach method of teaching illiterates to read—a combination of several teaching techniques, plus ways of preparing materials, training teachers, and organizing literacy programs.

### d. Individualized Instruction

#### *i. General*

89. ARNOLD, Frieda. "Individualized Reading and the Language Arts." 39(Mar. 1962), 269-273.
See 29 for complete annotation.

90. BENNETT, Annette. "Teaching Ten Thousand Children to Read." 15(Apr. 1938), 125-128.
Describes favorable results of an individualized remedial reading program.

91. BURROWS, Alvina Treut. "Caste System or Democracy in Teaching Reading?" 27(Mar. 1950), 145-148, 157.
Notes that forward-looking schools advocate individualized reading programs, dramatizations, social reading, informational reading, and serial reading, thus leaving little room for the system of regimented reading.

92. CROSBY, Muriel. "Organizing for Reading Instruction." 37(Mar. 1960), 169-173.
Presents the factors which the author feels concern suporters of an individualized reading program, such as teacher know-how, children's own unique patterns of learning and pace of growth, motivation, and desirable climate. Discusses ways of grouping on the bases of interests, needs, and social desires, and the problems involved.

93. CROSSLEY, Ruth, and Kniley, Mildred. "An Individualized Reading Program." 36(Jan. 1959), 16-20.
Tells how an administrator successfully initiated an individualized reading program.

94. DANIEL, Mary Ann. "You Can Individualize Your Reading Program Too." 33(Nov. 1956), 444-446.
Describes an effort by a teacher to individualize and thus improve reading in her classroom. Presents in detail the procedure used in the class.

95. DICKHART, Audrey. "Breaking the Lock-Step in Reading." 35(Jan. 1958), 54-56.
Describes an individualized reading program which takes into consideration a readiness period and the necessity of meeting the needs of all ranges of abilities. Explains briefly the procedure followed.

96. DICKHART, Audrey. "Children Choose Their Books." 37(Apr. 1960), 234-235.
Descibes the causes of problems in learning to read: (1) differences in rate and rhythm of eye movement in a so-called homogeneous grouping when all must "follow" the oral reading; (2) whether a child can progress in recognizing words and comprehending meanings more readily by reading books at his own rate or by following others who read orally; (3) pupils' reading material being easier than their reading achievement because of their being in a group; (4) holding pupils to group reading when they could be finding information in special interest fields. Believes that individualized reading will adequately cope with all of these problems.

97. DUKER, Sam. "Master's Studies of Individualized Reading." 40(Mar. 1963), 280-282.
Lists master's theses dealing with individualized reading; gives authors and titles.

98. DUKER, Sam. "Needed Research on Individualized Reading." 43(Mar. 1966), 220-225, 246.
Presents prerequisites for research into an individualized reading program. Lists 25 specific questions which should be answered by research before the individualized reading approach can be evaluated.

99. EMANS, Robert. "Teacher Evaluations of Reading Skills and Individualized Reading." 42(Mar. 1965), 258-260.
Discusses a study designed to investigate the ability of teachers to diagnose reading problems in individualized reading instruction and the results.

100. EVANS, N. Dean. "Individualized Reading—Myths and Facts." 39(Oct. 1962), 580-583.
Discusses advantages and disadvantages of individualized reading. Concludes by considering the practical applications in the elementary schools and presents ideas for a balanced program.

101. EVANS, N. Dean. "An Individualized Reading Program for the Elementary Teacher." 30(May 1953), 275-280.
Describes an individual reading program based on self-direction. Includes a list of activities for the program.

102. FRAZIER, Alexander. "Individualized Reading: More than New Forms and Formulas." 39(Dec. 1962), 809-814.
Prescribes methodology in an individualized approach to teaching reading. Lists seven procedures for teachers who use this approach.

103. GROFF, Patrick. "Getting Started with Individualized Reading." 37(Feb. 1960), 105-112.
Describes an individualized reading program in which (1) the child learns basic sight words; (2) he is given opportunity to select material he wants to read; (3) teacher-pupil conferences are held with regard to any difficulties the student has met; (4) small groups are used only for basic instruction.

104. GROFF, Patrick. "Materials for Individualized Reading." 38(Jan. 1961), 1-7.
Lists five main advantages of an individualized reading program. Materials include general and specialized bibliographies, catalogs, self-testing kits, workbooks, magazines.

105. HARRIS, Cornelia. "Individualized Reading Conferences in the Kindergarten." 35(Feb. 1958), 96-101.
Establishes a step-by-step procedure to follow during reading conferences.

106. HOSTETLER, Beverly. "What Does Individualized Reading Mean to You?" 39(Mar. 1962), 263-265.
Reports on questionnaires sent to educators who have been using individualized reading programs.

107. KINGSLEY, Marjorie. "An Experiment in Individualized Reading." 35(Feb. 1958), 113-118.
Lists main objectives in an individualized reading program which encourages children to read for enjoyment and as a tool for better living. Suggests a procedure for the program.

108. McMILLEN, Verdie. "The Farm, the Farmer and Food." 18(Feb. 1941), 60-62, 68.
Reviews a farm unit experience which was the center for an individualized reading program with a children-designed list for self-evaluation of reading habits.

109. MILLMAN, Charlotte L. "An Individualized Reading Program." 35(Oct. 1958), 386-388.
Explains, step by step, a procedure used to organize an individualized program.

110. ORR, Evelyn P. "Personalized Reading." 38(Apr. 1961), 227-228.

States the opinion that personalized reading is the best kind of reading, defines what it is, and explains how to plan and execute such a program.

111. PICOZZI, Adelaide. "An Approach to Individualized Reading." 35(May 1958), 302-304.
Describes the initiation and progress of an individualized reading program in the author's class.

112. ROOSEN, Bessie J. F., and others. "More Experiences in Teaching Reading: A Symposium." 21(Feb. 1944), 41-46, 65.
Six teachers describe ways of individualizing instruction in reading.

113. ROTHROCK, Dayton G. "Teachers Surveyed: A Decade of Individualized Reading." 45(Oct. 1968), 754-757.
Surveys the history of individualized reading and teachers' responses to a questionnaire regarding their acquaintance with and use of individualized reading. Concludes that individualized reading must be used more if individual needs are to be met.

114. SHARPE, Maida Wood. "Individualized Reading: Follow-Up Activities." 36(Jan. 1959), 21-25.
Suggests a variety of follow-up activities in reading other than "workbook type" for primary and upper grade pupils of widely varying ability. Includes a reference list.

115. SHARPE, Maida Wood. "An Individualized Reading Program." 35(Dec. 1958), 507-512.
Describes an individualized reading program in Los Angeles in 1957-1958.

116. STAUFFER, Russell G. "Individualizing Reading Instruction—A Backward Look." 36(May 1959), 335-341.
Reviews the principles and practices of individualized reading (as outlined in two parts of the twenty-fourth yearbook of the National Society for the Study of Education, 1923). Observes that present practices (twenty-five years later) lag behind the recommendations of authorities of the 1920s, recommendations which deserve fulfillment.

117. STENDLER, Celia Burns. "The Ritual of Primary Reading." 25(Mar. 1948), 153-160.
Lists some of the dangers in the reading program in the early elementary grades. Includes illustrations of individualized reading as a possible solution.

118. VEATCH, Jeannette. "In Defense of Individualized Reading." 37(Apr. 1960), 227-234.
Contends in this critique of an article ("Individualized Reading: A Survey and Evaluation" by P. Witty; see below in this section) that what he considers to be individualized reading is not that at all. Feels that individualized reading is that in which the pupil chooses, with help if necessary, the book and materials which the instructor teaches him.

119. WILT, Miriam E. "Another Way to Meet Individual Differences." 35(Jan. 1958), 26-28.
Points out that an individualized reading program is not a laissez faire, unguided, free-rolling affair, but rather is carefully planned and executed and thoughtfully evaluated to help each child reach his potential. Includes a bibliography.

120. WITTY, Paul A. "Individualized Reading: A Postscript." 41(Mar. 1964), 211-217.
Points to the contradictory claims regarding the success of individualized reading. Feels that the best approach to efficient instruction is one that employs a combination of procedures. Advocates a program designated as developmental.

121. WITTY, Paul A. "Individualized Reading—A Summary and Evaluation." 36(Oct. 1959), 401-412, 450.
Presents complete data about individualized reading.

122. YOUNG, Marion. "A Report on Self-Selection in Reading." 35(Mar. 1958), 176-181.

Presents author's method of selecting readings and other class activities in a heterogeneous grouping to allow for individual differences.

### *ii. Primary*

123. CARSON, Louise G. "Moving toward Individualization—A Second Grade Program." 34(Oct. 1957), 362-366.
Tells how a second grade teacher formed a reading club and retained reading groups but individualized the supplementary reading (programs representing a point midway between a basal reading program with ability grouping and an individualized program): each child had daily short periods of word recognition drills. Notes problems: how to keep up with the books read and how to provide adequate opportunity for children to experience the satisfaction of oral reading.

124. NEWMAN, Robert E. "Building Each Child's Desire to Read—A Year-Long Language Arts Experience in Second Grade." 37(May 1960), 310-315.
See 33 for complete annotation.

125. WARFORD, Phyllis. "Individualized Reading in First Grade." 37(Jan. 1960), 36-37.
Reports on an individualized aproach to reading in the first grade in which students, after being given a foundation in basic word-attack skills, were allowed to pursue an individualized program of reading with teacher guidance and encouragement.

### *iii. Intermediate*

126. BLAKELY, W. Paul, and McKay, Beverly. "Individualized Reading as Part of an Eclectic Program." 43(Mar. 1966), 214-219.
Reports an investigation of individualized reading as a supplement to a basal reader program in grades 4, 5, and 6.

127. CADENHEAD, Kenneth. "A Plan for Individualized Reading Instruction." 39(Mar. 1962), 260-262, 268.
Reports of an individualized reading program carried out with fourteen sixth grade students, using a 105-minute language arts period per day.

128. GREENMAN, Ruth, and Kapilian, Sharon. "Individualized Reading in Third and Fourth Grades." 36(Apr. 1959), 234-237.
Describes an individualized reading program in its first year of use. Results were as follows: (1) better than average gain in reading ability; (2) wider range of reading interests; (3) no typing of a student's ability; (4) increase in comprehension.

129. McVEY, Marcia. "Reading Sure Is Fun Now." 37(May 1960), 307-309.
Describes how a sixth grade teacher implemented an individualized reading program with her class: (1) she determined individual ability and interest in a group situation and encouraged individual selection and reading of appropriate books; (2) the children met individually with their teacher twice a week during which time they discussed their books and she taught skills; (3) the children gave oral reports to their entire group, gave skits, made drawings, and wrote reviews. This method of reading instruction proved so successful and enjoyable that this teacher tried it another year at the fourth grade level.

130. STUART, Allaire. "Individualized Reading." 39(Mar. 1962), 256-259.
Reports that an individualized reading program for a sixth grade class proved successful when no basal reader was used, books from the public library were made available, and special books for children with severe reading problems were chosen. The use of summaries, individual discussions, panel discussions, and book teasers helped the teacher keep account of the progress of the students.

### *iv. Individualized vs. Grouped*

131. DOLCH, E. W. "Individualized Reading vs. Group Reading." (1) 38 (Dec. 1961), 566-575; (2) 39(Jan. 1962), 14-21, 32.
Compares individualized reading with group reading. Concludes, after discussing merits, that individualized reading is the better

method. Describes how to introduce and carry out an individualized reading program.

132. GROFF, Patrick. "Comparisons of Individualized (IR) and Ability-Group (AG) Approaches as to Reading Achievement." 40(Mar. 1963), 258-264, 276.

Provides a listing of articles and periodicals containing information on individualized and ability grouped reading.

133. GROFF, Patrick. "Comparisons of Individualized and Ability Grouping Approaches to Teaching Reading: A Supplement." 41(Mar. 1964), 238-241.

Lists research done in comparing individualized reading and ability grouping. Results showed, out of twenty-two cases, gains in favor of individualized reading in eight instances, in favor of ability grouping in two, and no significant difference in the remaining twelve cases.

134. HUSER, Mary K. "Reading and More Reading." 44(Apr. 1967), 378-382, 385.

Reports an investigation of 264 intermediate grade students as to attitudes and achievement in reading when they were taught under an individualized method or a basal textbook method. Concludes that achievement in the experimental group using the individualized method was not significantly better than in the control group using basal readers; individual students made gains under either method.

135. JOHNSON, Rodney H. "Individualized and Basal Primary Reading Programs." 42(Dec. 1965), 902-904, 915.

Describes a research project on individualized reading vs. reading in the basal program. Individual reading provides for a nonsequential order of presentation of skills. The basal program selects and presents material, group instruction, teacher to group reading, and skills in sequence. The purpose was to study the results of each program and compare achievement scores, range of reading scores, oral reading ability, quantity of material read, self-direction, social adjustment, and parental attitudes toward the program. After the first and third grade, according to the Metropolitan Achievement and Battery Test, the individual program scored higher in all the areas.

136. MAIB, Frances. "Individualizing Reading." 29(Feb. 1952), 84-89.

Discusses the advantages of an individualized reading program over grouping.

137. ROTHROCK, Dayton G. "Heterogeneous, Homogeneous, or Individualized Approach to Reading." 38(Apr. 1961), 233-235.

Discusses a controlled experiment of four classes of fifth grade students in each of three organizational approaches—heterogeneous, homogeneous, and individualized. Concludes that teacher quality is crucial in any reading program and that new instruments for gauging reading progress need to be developed.

138. STAUFFER, Russell G. "Individualized Group Type Directed Reading Instruction." 37(Oct. 1960), 375-382.

Describes group and individualized approaches to reading instruction emphasizing the importance of individual endeavor and group sharing, and shows how the two approaches may be combined by apportioning some time for reading a basal series as a group and some time for reading which is individualized through self-selection.

139. VIRE, Irene W. "Grouping Practices in Individualized Reading." 38(Feb. 1961), 91-98.

Advocates grouping in accord with the unique growth pattern of every child in the classroom and in ways that result in better mental health and learning for children by providing a more relaxed classroom atmosphere, by removing or reducing unnecessary pressures, and by fostering unfettered learning progress.

140. WILSON, C. Richard, and Harrison, R. "Skill Growth with Individualized Reading." 40(Apr. 1963), 433-435.

Reports a study that revealed no significant

differences in selected reading skills between students following an individualized reading program and those using basal readers.

## 4. Grouping for Instruction

141. AARON, Ira E., Goodwin, Frances, and Kent, Vada. "Fourth Grade Teachers Experiment with Cross-Class Grouping for Reading Instruction." 36(May 1959), 305-307.
Reviews an experiment by three fourth-grade teachers of Athens, Georgia, who tried a departmentalized approach to reading instruction. The teachers concluded that after a period of six months the approach proved to be more productive and more efficient than conventional grouping.

142. ABRAHAM, Willard. "A New Look at Reading." 31(Mar. 1954), 139-143.
Poses four important questions as to attitude, readiness, meaningfulness, and grouping of children beginning to read.

143. ANASTASIOW, Nicholas J. "A Comparison of Two Approaches in Ungrading Reading Instruction." 45(Apr. 1968), 495-499.
Describes research which indicates that reading achievement gains depend more on instructional procedures that place a child in a group closest to his current achievement level than on the organization of the school into self-contained graded or ungraded classrooms.

144. BABCOCK, Mildred D. "Group Reading." 18(Oct. 1941), 230-232.
Discusses a method of dividing a class into reading groups. Suggests ways for the teacher to check on group progress.

145. BALOW, Irving H. "A Longitudinal Evaluation of Reading Achievement in Small Classes." 46(Feb. 1969), 184-187.
Describes a study designed to assess the effect of reduced class size on reading achievement at various grade levels, and concludes that reading achievement is higher in smaller classes, with boys benefiting more than girls.

146. BENNETT, Esther Holt. "Reading Enrichment." 36(Dec. 1959), 559.
Reviews the author's method of broadening the reading interests of her pupils by dividing her class into groups and having each group read and report on a different book.

147. BREMER, Neville. "First-Grade Achievement under Different Plans of Grouping." 35(May 1958), 324-326.
Reports a study conducted to compare reading achievement of first graders under homogeneous and heterogeneous grouping. Results were inconclusive.

148. BURRIS, Mary H. "Vitalizing Reading through Organization." 4(May 1927), 150-152.
Discusses a plan whereby the teacher takes one subject and provides varied reading experiences for all children, yet takes into consideration individual differences in reading ability.

149. CARR, John W., and Michaels, Matilda O. "Reading Readiness Tests and Grouping of First Grade Entrants." 18(Apr. 1941), 133-138.
Reports a North Carolina study that reaches the conclusion that readiness tests for reading are not foolproof. Suggests that teacher judgment for student placement in sections is as good as test results.

150. LANNING, Frank W. "Dyadic Reading." 39(Mar. 1962), 244-245.
Notes the advantages of dyadic, paired, or best-friend relationships for a reading group method. Pairs are assigned on either a sociometric or ability combination. At Eastern Illinois Laboratory School, the method had decided advantages for fifth graders and gave them a satisfaction in working with each other. Testing was valuable to both teacher and student, and other reading programs were enriched.

151. McCULLOUGH, Constance. "Groping or Grouping?" 31(Mar. 1954), 136-138.
Discusses a three-part reading program: (1) building skills, (2) using skills, and (3) maintaining skills. Feels that group

reading with teacher's supervision is needed for reinforcement of part 3.

152. McMICKLE, Gwendolyn G. "De-Emphasizing Differences in Reading Performance." 29(Oct. 1952), 336-338.
Deemphasizes differences in reading performance by grouping children according to ability and using different sets of books in order to prevent children from realizing the differences in their ability.

153. MILLER, Wilma H. "The Joplin Plan—Is It Effective for Intermediate-Grade Reading Instruction?" 46(Nov. 1969), 951-954.
Discusses the Joplin Plan, inter-class grouping, and its origin. Reviews research on its effectiveness, and recommends not implementing the plan due to some detrimental factors and the lack of supportive research.

154. PRINCE, Jacquelyn White. "Meaning for the Masses." 38(May 1961), 308-315.
Presents the results of an experiment in Chicago using homogeneous grouping for instruction in remedial work as well as enrichment. Includes many ideas for oral reading.

155. PULLMAN, R. A. "Group Instruction in Reading: A Suggestive Program." 22(May 1945), 186-188.
Discusses two possible ways of organizing instruction in remedial reading in the junior high, grouping students according to weaknesses and strengths and/or having English time separated so as to leave some time for reading.

156. VEATCH, Jeannette. "Structure in the Reading Program." 44(Mar. 1967), 252-256.
Presents the idea that the reading program must enable children to adapt reading to their own ability and purposes. Programs which do this must have certain elements: (1) self-choice of the majority of instructional materials; (2) the central role of children's normal speech patterns; (3) the central role of a variety of genuinely literary materials; (4) the meeting of individual differences, purposes, and interests through individual conferences; (5) efficient classroom management through groups organized to work on independent tasks.

157. WIECKING, Anna M. "Experimenting with a Flexible Reading Program." 14(Apr. 1937), 129-132.
Describes an experiment attempting to improve a child's reading by placing him in a group at his own level of reading, working with his type of difficulty. Interim results were favorable.

158. WILSON, Mary C. "The Teacher's Problems in a Differentiated Reading Program." 24(Feb. 1947), 77-85, 118.
Author was given a third grade class, divided into three groups by readiness and IQ tests, in which to teach differentiated reading, a task not already being utilized by the rest of the school. All but one of the twenty-eight readers accomplished one year's growth that year, even though class conditions were poor.

## 5. Readiness

### a. General

159. ABRAHAM, Willard. "A New Look at Reading." 31(Mar. 1954), 139-143.
See 142 for complete annotation.

160. ASSISI, Sister M. Francis, C.S.A. "From Print to Books." 22(Apr. 1945), 147-149.
Discusses the obstacles to readiness and the means for overcoming them.

161. BERGER, Allen. "Reading Readiness: A Bibliography." 45(Feb. 1968), 184-189.
Suggests teachers increase their effectiveness in teaching by using a variety of methods and materials. Groups references under seven categories.

162. BONEY, C. Dewitt. "A New Program for the Late Reader." 38(May 1961), 316-319.
Gives information about the importance and

quality of nonreading programs to aid readiness for reading among slow starters.

163. DAVIS, Wylma. "They 'Write' Their Way to Reading Readiness." 23(May 1946), 207-210.
See 38 for complete annotation.

164. EVANS, Clara. "Reading Readiness for the Kindergarten." 22(Apr. 1945), 143-146.
Gives six indications of reading readiness the teacher can look for.

165. EVANS, Clara. "Signs on the Reading Highway." 17(Apr. 1940), 149-152, 162.
Enumerates the factors which are important for reading readiness in kindergarten and first grade and gives readiness activities for both levels.

166. GILPATRICK, Naomi. "Getting a Child Ready to Read." 36(May 1959), 308-311.
Lists ways to help locate and identify the child who is ready to read.

167. GRAFF, Ethel J. "Give Them Time." 22(Oct. 1945), 217-225, 232.
Discusses ideas for readiness programs, characteristics of children who are ready for the program, and ways to involve the parents in this program.

168. HUDSON, Jess S. "Reading Readiness in the Intermediate Grades." 19(Apr. 1949), 134-137.
Identifies two types of readiness in regard to maturity: (1) general readiness in most children, and (2) specific readiness for reading a particular selection. Children must be able to recognize symbols and understand the general idea.

169. SMITH, Gretel D. "Is Your 5-Year-Old Ready for School?" 35(Dec. 1958), 532-534.
States brief basic criteria for parents determining a child's readiness for formal instruction.

170. SMITH, Nila Banton. "Reading Readiness: Semantic Implications." 26(Dec. 1949), 451-460.
Makes suggestions for developing awareness of the effect of context on meanings and for establishing the meanings of words during reading readiness period.

171. WRIGHT, Effie B. "Getting Ready for Reading: No One Mold." 27(Oct. 1950), 368-374.
Discusses reading readiness and the factors influencing it.

### b. Pros and Cons

172. BONEY, C. Dewitt, and Lynch, Julia E. "A Study of Reading Growths in the Primary Grades." 19(Apr. 1942), 115-121, 133.
Authors contend that reading readiness is a great waste of time and has little effect on the reading program; reading should be delayed until the child is eight or nine years old. Testing evidence is given to support the opinion that, as the children grow older and are given adequate attention, they will respond and learn far more than anything they are capable of in the primary grades.

173. EGGENER, Helga. "The Race to Read." 45(May 1968), 609-610.
Focuses on the conflict of whether to accelerate or decelerate the formal teaching of reading. Suggests that kindergartens promote the development of the "whole child" rather than formal reading.

174. HILLERICH, Robert L. "Kindergarteners Are Ready! Are We?" 42(May 1965), 569-573, 576.
Maintains that more attention should be given to reading in a kindergarten curriculum.

175. KOPEL, David. "The Prevention of Poor Reading." 20(Dec. 1943), 321-326.
Explores the literature and draws conclusions concerning reading readiness of pupils.

176. MOSKOWITZ, Sue. "Should We Teach Reading in the Kindergarten?" 42(Nov. 1965), 798-804.
Presents the pros and cons of teaching reading in the kindergarten.

**c. Methods**

177. BENJAMIN, Dayton, and Burton, Alice. "The Experience Approach to Beginning Reading." 31(Oct. 1954), 346-349.

See 63 for complete annotation.

178. BERGER, Allen. "Reading Readiness: A Bibliography." 45(Feb. 1968), 184-189.

See 161 for complete annotation.

179. DURKIN, Dolores. "Kindergarten and Reading." 39(Mar. 1962), 274-276.

Points out that reading can help children become adjusted to school, for children find security in daily reading activities. Taking attendance with name cards is one technique. If a teacher plans well for her kindergarten class, she can associate reading with many other things, such as background. At this age children are receptive and enjoy it when they think they are reading.

180. HARRISON, M. Lucille. "Developing Readiness for Word Recognition." 23(Mar. 1946), 122-131.

Deals with word analysis and a program to develop readiness for word recognition.

181. MINGOIA, Edwin M. "A Program for Immature Readers." 41(Oct. 1964), 616-621.

Maintains that poor readers need several years' delay before they can move into a strong developmental reading program; they need vocabulary, listening, and oral language training before basal readers are used. Procedures are these: teach interpretation of pictures; create a reading world; teach through games; use vertical files—amass materials to meet the interests, reading level, and ability of each child; and teach a unit on the uses of reading. For special cases of poorer readers: use creative therapy; teach higher reading skills through a listening approach; and teach phonics in the fifth and sixth grades.

182. NEWMAN, Robert E. "The Kindergarten Reading Controversy." 43(Mar. 1966), 235-239.

Discusses the kindergarten reading controversy and suggests the use of assistants for the kindergarten teacher to provide instruction in reading and writing for those children who show a readiness for them.

183. RUSNAK, Mary. "What Happens Next?" 38(Apr. 1961), 225-226.

States the importance of children's understanding of sequence and structure in written material and gives methods to be employed in readiness programs to improve ability to see and interpret structure and sequence.

184. SMITH, Nila Banton. "Reading Readiness: Semantic Implications." 26(Dec. 1949), 451-460.

See 170 for complete annotation.

**d. Physical, Intellectual, and Environmental Factors**

185. CONNELL, Donna. "Auditory and Visual Discrimination in Kindergarten." 45(Jan. 1968), 51-54, 66.

Suggests such methods as the game approach, use of natural readiness, writing, regrouping the alphabet, block training.

186. FITZGERALD, Agnes D. "Perception Skills and Beginning Reading." 40(Apr. 1963), 415-419, 427.

Discusses the psychological processes and motor skills involved in beginning reading.

187. KOTTMEYER, William. "Readiness for Reading." (1) 24(Oct. 1947), 355-366; (2) 24(Dec. 1947), 528-535.

Discusses problems in teaching reading in blighted areas of large cities. Traces test correlations in St. Louis schools: readiness and intelligence; intelligence and reading achievement; readiness and reading achievement; and comparison of teachers' estimates of readiness with intelligence and readiness test estimates. Reports on apathy of low-income families in St. Louis and strives for better preparation of children for reading.

188. SCHUBERT, Delwyn G. "Visual Immaturity and Reading Difficulty." 34(May 1957), 323-325.

Notes that visual immaturity in first grade

children can result in feelings of failure through difficulty in learning to read. Urges that a more thorough visual test rather than the Snellen test be used and these visually immature children be given only far-point reading activities.

189. SMITH, Nila Banton. "Readiness for Reading." (1) 27(Jan. 1950), 31-39; (2) 27(Feb. 1950), 91-106.

Part 1 gives relationship of physical deficiencies to reading readiness in several kinds of difficulties. Part 2 discusses findings of several studies done relating reading success and (1) intellectual readiness, (2) emotional stability, (3) social status of family, (4) individual social characteristics, (5) first-hand environmental experiences, (6) rich or meager background, and (7) reading instruction before first grade.

### e. School Programs

190. BONEY, C. Dewitt. "Teaching Children to Read as They Learned to Talk." 16(Apr. 1939), 139-141, 156.

Describes the beginning reading program in a New Jersey elementary school. The school's philosophy is that a child will learn to read when he is ready to learn and sees a need to learn.

191. BONEY, C. Dewitt, and Hoppen, Rae. "Maturation, an Aid to Beginning Reading." 21(Oct. 1944), 211-214, 220.

Reviews the concept of reading readiness and its implementation in an experimental program in a New Jersey school.

192. EVANS, Clara. "The New Approach to Reading." 27(May 1950), 309-311, 322.

Describes a reading readiness program as carried out in some modern kindergartens.

193. FACTOR, Bernice. "Preventing Reading Failures before First Grade Entrance." 17(Apr. 1940), 144-148, 164.

States reasons for the discrepancy between ability and actual learning in reading before first grade entrance. Describes a prereading program developed in a Play School for Habit Training to cope with the discrepancy.

### f. Research

#### *i. General*

194. BAKER, Emily V. "Reading Readiness Is Still Important." 32(Jan. 1955), 17-23.

Interprets the findings of a study of middle grade pupils to support the author's belief in the use of more and better reading readiness techniques.

195. BONEY, C. Dewitt, and Agnew, Kate. "Periods of Awakening or Reading Readiness." 14(May 1937), 183-187.

Deals with a study of twenty pupils present throughout primary grades and their progress; nonreading first graders lacked reading readiness. Gives suggestions that might be more successful for the child.

196. HILLERICH, Robert L. "An Interpretation of Research in Reading Readiness." 43(Apr. 1966), 359-364, 372.

Points out that comparisons of research suggest that many current arguments about early reading instruction would be deflated if considerations were made more carefully. Suggests that the profession needs to be more specific in differentiations and more aware of dates in a bibliography.

197. MASON, George E., and Prater, Norma Jean. "Early Reading and Reading Instruction." 43(May 1966), 483-488, 527.

Summarizes the pros and cons of reading instruction for very young children. Maintains that early training in reading is both possible and profitable and that family environmental stimulation is a great help to the child. Different studies have supplied the following conclusions: (1) younger children make less progress than older ones with similar levels of intelligence when exposed to the same program; (2) reading readiness may be early reading progress; (3) control of attention is often difficult in young children and may produce emotional

reactions; (4) improvement of instruction towards the students' ability to learn is necessary to teach reading to preschoolers.

### ii. Workbooks

198. PLOGHOFT, Milton H. "Do Reading Readiness Workbooks Promote Readiness?" 36(Oct. 1959), 424-426.

Discusses a study done on the use and nonuse of readiness workbooks in kindergarten and the effect on the child. Results indicated no significant difference in readiness.

### iii. Films and Visual Aids

199. McCRACKEN, Glenn. "Have We Overemphasized the Readiness Factor?" 29(May 1952), 271-276.

Reports an experiment in which filmstrips and visual aids were used to accompany a basic reading program in first grade classes. Results of this experiment over a two-year period were excellent.

### iv. Tests

200. CARR, John W., and Michaels, Matilda O. "Reading Readiness Tests and Grouping of First Grade Entrants." 18(Apr. 1941), 133-138.

See 149 for complete annotation.

201. KERMOIAN, Samuel B. "Teacher Appraisal of First Grade Readiness." 39(Mar. 1962), 196-201.

Reports the results of experiments which were to determine the validity of teachers' judgment of readiness by relating their judgments to the results of the Metropolitan Readiness Tests given to children. Points out that most teachers can judge reading readiness easily and accurately, saving time, money, and effort.

### v. Sex Differences

202. BALOW, Irving H. "Sex Differences in First Grade Reading." 40(Mar. 1963), 303-306, 320.

Gives results of a study showing that there are sex differences in reading achievement in first grade because girls come to school with more educational readiness than do boys.

203. CARROLL, Marjorie Wight. "Sex Differences in Reading Readiness at the First Grade Level." 25(Oct. 1948), 370-375.

Reviews a study conducted by the author to determine whether or not sex differences existed in reading readiness at the first grade level; data were compiled from various surveys and tests (Brown, Monroe, Gates, Dearborn, and Cushman). Finds that statistically significant sex differences do appear during the reading readiness period, favoring the girls.

204. FLAHERTY, Rose, and Anderson, Howard B. "Boys' Difficulty in Learning to Read." 43(May 1966), 471-472, 503.

Discusses the difficulties boys have in learning to read as compared to girls' difficulties.

205. WYATT, Nita M. "Sex Differences in Reading Achievement." 43(Oct. 1966), 596-600.

Presents a study in which boys were separated from girls and given special reading material and special help to see if this could eliminate the gap in reading achievement between the sexes. Although there were no significant differences as measured by achievement tests, the sex grouping seemed more effective for boys but detrimental to girls.

### vi. Activity Programs

206. BLAKELY, W. Paul, and Shadle, Erma M. "A Study of Two Readiness-for-Reading Programs in Kindergarten." 38(Nov. 1961), 502-505.

Reports on a study intended to provide information on the effects of a program of readiness books of a basal reader series as compared to an activity program of experiences for kindergarten children. Concludes that experience is more meaningful in developing reading readiness.

207. MICUCCI, Pat. "Let's Not Teach Reading in Kindergarten!" 41(Mar. 1964), 246-250.

Advocates an informal experience-activity type program as opposed to the formal reading readiness program at the kindergarten level. Cites three instances of research which support an experience-activity program. Suggests activities to accomplish it.

### g. Case Studies

208. COHAN, Mayme. "Two and a Half and Reading." 38(Nov. 1961), 506-508, 517.
Describes the method used to teach a 2½-year-old child to read.

209. FLOYD, William D. "My Son Is Learning to Read!" 36(Dec. 1959), 571-572.
Describes an elementary principal's reaction as a parent to his son's experiences in learning to read in the first grade. Cites home environment as important in establishing a positive attitude in the child toward reading.

210. TORREY, Jane W. "Learning to Read without a Teacher: A Case Study." 46(May 1969), 550-556, 658.
Relates the background, characteristics, and skills of a disadvantaged child who taught himself to read before kindergarten, citing the possible influence of television. Implies that success in reading is not related to any one factor such as articulation of standard English or cultural background.

## 6. Word Recognition

### a. General

211. RUDISILL, Mabel. "Sight, Sound, and Meaning in Learning to Read." 41(Oct. 1964), 622-630.
Reports a study which sought to demonstrate that the reading and spelling achievements of first grade children can be vastly increased by a combined phonic and sight-context-reading approach based on materials and activities which cause the beginner to attend wholeheartedly and efficiently to the essentials: recognizing printed words and thinking the meanings of printed words.

### b. Phonics

212. AKINS, Thelma Shaw. "First Grade Phonics in Texas Schools." 30(May 1953), 294-295.
Discusses the teaching of phonics in the first grade and describes a survey of first grade teachers which shows that they teach more phonics than the manuals of the basic texts recommend.

213. ALLEN, Harold B. "Ambiguous *Phonetics*." 45(May 1968), 600-601.
Defines and distinguishes phonics and phonetics.

214. BETTS, Emmett Albert. "Phonics: Practical Considerations Based on Research." 33(Oct. 1956), 357-371.
Gives a brief history of phonics and presents various generalizations in regard to reading and phonics. Includes a bibliography of articles and books.

215. CHAMBERS, James, and Smith, H. L. "Phonics, the Only Way of Teaching Reading?" 39(Mar. 1962), 253-255.
Notes that because of the unphonetic character of the English language, the study of phonics is a quite complicated and difficult subject adapted more to the maturation and skills of the second and third grader than those of the first grader. Points out that those who begin phonics too early often have a slow and labored method of reading and find difficulty with the thought-getting process.

216. CORDTS, Anna D. "And It's All Known as Phonics." 32(Oct. 1955), 376-378, 412.
Criticizes the "tons of stuff" that are sold under the name of phonics for use in elementary reading programs.

217. CORDTS, Anna D. "Facts for Teachers of Phonics." 3(Apr. 1926), 116-121, 125.
States rules of phonics and how they should be taught. Stresses the importance of teaching sounds which the child frequently meets, going into great detail on consonant combinations.

218. CORDTS, Anna D. "Functional Phonetics for Power in Reading." 30(Feb. 1953), 91-94.
Presents fundamental aspects of the "cue words" approach for identifying new words in reading.

219. CORDTS, Anna D. "When Phonics Is Functional." 40(Nov. 1963), 748-750, 756.
Discusses the functional part of phonics in reading instruction. Stresses the importance of using the phonetic approach in conjunction with the whole word method.

220. CRIMMINS, Leonora A. "And Now There Are Ten." 43(Nov. 1966), 771-773.
Describes the reading approach of Harry Huls: the introduction of words is controlled by the phonic makeup of the words; reading for meaning and spelling patterns are also stressed.

221. CROSBY, Muriel. "Words Can Make the Difference." 37(Feb. 1960), 81-85.
Describes self-help tools in reading: sight words—to build up a small reserve of reading knowledge; picture and context clues, configuration, structural and phonetic analysis—to develop independence in reading; memory—to aid retention of what has been learned.

222. DOLCH, E. W. "Am I Teaching Phonics Right?" 34(Apr. 1957), 227-234.
Lists criteria for a teacher to use in evaluating his effectiveness in teaching phonics.

223. DOLCH, E. W. "How a Child Sounds Out a Word." 22(Nov. 1945), 275-280.
Suggests "sounding out program" as a means of teaching reading and comprehension: start with sounds of single letters, go to two letters, and so on to long words and syllabication.

224. DOLCH, E. W. "Phonics and Polysyllables." 15(Apr. 1938), 120-124.
Discusses two kinds of phonics taught in primary grades and their importance.

225. DOLCH, E. W. "Phonics in the First Grade." 32(Dec. 1955), 514-518.
Discusses three methods of teaching phonics in first grade: total memorization method, discovering method, and parallel method.

226. DOUGHERTY, Mary L. "The Teaching of Phonics in the Primary Grades." 1(Sept. 1924), 181-183.
Explains the use of phonics in grades 1-4; says that formal instruction probably can be discontinued in grade 3. Prepares children to use a dictionary in grade 4.

227. EMANS, Robert. "History of Phonics." 45(May 1968), 602-608.
Historical resume of reading programs and of trends in accepting, rejecting, and revising phonic instruction.

228. EMANS, Robert. "Phonics: A Look Ahead." 46(May 1969), 575-582.
Examines various aspects involved in implementing phonics programs and the theories behind the different procedures. Suggests and describes in detail a phonics program supported by the research of Chall and of Bond and Dykstra.

229. EMANS, Robert. "Seven Steps of Better Reading." 45(Apr. 1968), 492-494, 499.
Suggests general procedures for remedial (but not *only* remedial) reading classes.

230. FILBIN, Robert L. "Prescription for the Johnny Who Can't Read." 34(Dec. 1957), 559-561.
Deals with problems of children who cannot read or learn to read in a conventional classroom. Recommends phonetic approach.

231. FREEMAN, Sophie. "The Challenge of Phonics." 39(Mar. 1962), 250-252.
Presents a resume of teaching phonics to beginning readers, giving an explanation of a particular method of teaching phonics.

232. FRY, Edward B. "A Frequency Approach to Phonics." 41(Nov. 1964), 759-765, 816.
Describes a researched formulation of a set of phonics rules, ranked according to their frequency of use, representing a workable

blend of the finds of modern linguistics, frequency counts, and traditional curriculum materials. Points out that frequency does not tell grade level at which the phonics rules should be introduced. The major rules could be covered by the end of the first grade and the minor rules by the end of the second grade. The rules apply to beginning reading materials.

233. GILLINGHAM, Anna. "Correspondence." 35(Feb. 1958), 119-122.
Discusses and recommends the "Alphabetic Technique" in the teaching of reading. Lists some of the problems under discussion and includes results from tests which were given.

234. GRAVES, William H., Jr. "A Blueprint for Reading." 39(Mar. 1962), 246-249, 255.
Reports on observations in four school systems using four different approaches to the teaching of reading: the Carden system of phonetic training; the McCracken method (using filmstrips to project large-sized pictures and words on a screen); the Champaign system (using a phonics-plus method that combines the Carden system with extensive reading); and the St. Louis system (using an ungraded primary grouping and permitting the group to proceed at its own rate of competence). Draws from these programs a number of elements necessary for a successful reading program.

235. GROFF, Patrick. "Research Critiques." 46(May 1969), 630-634.
Contrasting critiques by Wilson and by Burnett and Ramsey of Chall's study *Learning to Read: The Great Debate* which reviews and criticizes research on reading and favors a decoding emphasis in teaching reading.

236. JOHNS, Jerry L. "Reviews of *Learning to Read: The Great Debate.*" 46(May 1969), 635-638.
Annotated bibliography of eleven critiques which focus on the strengths and weaknesses of Chall's study.

237. LICHTENSTEIN, Arthur. "The Letter-Sounds: A Reading Problem." 17(Jan. 1940), 23-24, 27.
Discusses letter sounds as a source of a reading problem.

238. McCOLLUM, John A. "An Evaluation of the Carden Reading Program." 41(Oct. 1964), 600-612.
Describes the Carden reading method, an attempt to present the letter-sound correspondences of English orthography in a highly systematic manner so that children will learn to respond to the letters in words as guides to the sounds of those words. Conclusion of the experiment: pupils taught by basal materials achieve at a significantly higher level in the areas of auditory perception, word-attack skills, comprehension, and total reading achievement. Evidence from this study indicates that the majority of children don't achieve at a higher level of competency through use of the Carden reading program.

239. RUSSELL, David H. "Teachers' Views on Phonics." 32(Oct. 1955), 371-375.
Reports a study concerning phonics skills teaching, refuting statements that phonics is not being taught and that this is the best method of teaching reading.

240. SMITH, Nila Banton. "The Present Situation in Phonics." (1) 4(Nov. 1927), 278-281; (2) 4(Dec. 1927), 303-307.
Discusses these aspects: (1) Shall we teach word analysis? (2) When shall we teach word analysis? (3) What content and processes shall we teach? Believes in the need and place for phonics.

241. SMITH, Nila Banton. "Shall We Teach Phonics?" 20(Feb. 1943), 60-67.
Presents the history of and arguments for and against the teaching of phonics. The results of studies show that phonics is effective when taught to children who need it but only as an integral part of a well-balanced program in reading.

242. SPACHE, George. "A Phonics Manaul for Primary and Remedial Teachers." (1) 16(Apr. 1939), 147-150, 156; (2) 16(May 1939), 191-198.

Part 1 considers arguments against the phonics method and presents results of experiments in teaching reading by the phonics and the intrinsic methods. Suggests using phonics as a supplement to other methods in remedial work. Part 2 identifies content of phonics instruction, place of phonics in the curriculum (second grade being the most ideal time), and methodology to be used in teaching phonics.

243. STAIGER, Ralph C. "Agreements about Phonics." 41(Mar. 1964), 204-206, 229.
Discusses the Policy Conference on Reading (September 1961), which was composed of people involved with reading in all parts of the country; the purpose was to prepare a statement about the components of good reading instruction, especially the role of phonics. Includes a summary of the findings.

244. STRANG, Ruth. "A Synthetic Approach to the Teaching of Reading." 39(Oct. 1962), 558-561.
Deals with the controversy between the phonics method and the "look-and-say" method. Approves an approach to reading that combines both. Discusses advantages of a basic sight vocabulary based on the child's needs.

245. WITTY, Paul A., and Sizemore, Robert A. "Phonics in the Reading Program: A Review and an Evaluation." 32(Oct. 1955), 355-371.
Discusses the role of phonics in the reading program, citing seven recommendations for effectiveness.

246. ZIRBES, Laura. "Beginning Reading in America and England: A Contrast in Progressive Practice." 3(Apr. 1926), 126-127, 133.
Describes phonoscript and phonics method of teaching in a comparative study. Phonics method is superior in speed.

### c. Whole Word

247. DIACK, Hunter. "On Seeing Words as 'Wholes.'" 35(Oct. 1958), 380-382.
Discusses the meanings of the phrase "seeing words as wholes." Reports an experiment to show the differences in two meanings.

248. DOLCH, E. W. "'Climbing the Word Ladder' in Reading." 29(Mar. 1952), 139-142.
Discusses the importance of teaching reading by the sight method and repetition of words by construction of a reading ladder as opposed to other well-known methods.

249. DOLCH, E. W. "From Puzzling to Reading." 31(Nov. 1954), 395-397.
Presents three methods of teaching reading and proceeds to discuss these "slow perception" methods of reading in which the child has to puzzle out the word. Describes various methods used to bring about a change from puzzling to quick perception.

250. DOLCH, E. W. "Memorizing Is Not Reading." 11(Oct. 1964), 220-221.
Discusses memorization of words as opposed to reading. States that memorizing is not reading and parents need to know this. Memorization is natural at the start and gives the learner confidence, but it needs to be discarded as soon as possible for reading, the understanding of the meaning of the printed word.

251. DOLCH, E. W. "Value of Reading Practice." 9(Apr. 1932), 99-101.
Shows that quick recognition of words for reading can be gained with practice. Discusses Kindergarten Union List (1928) consisting of 1,759 words; suggests that children learn more easily and better if they know all these words thoroughly.

252. GATES, Arthur I. "The Development of Independence in Word Recognition." 5(Apr. 1928), 113-115.
States that the main purpose of instruction in word mastery is to develop accuracy in word calling, comprehension, and fluency in various types of reading with enjoyment as a result. Cites three methods for developing independence in word recognition: (1) the incidental method; (2) the extrinsic or supplementary method, which incorporates the use of flash cards and phonetic drills; and (3) the intrinsic method, which includes word form and contextual clues in

its approach to word recognition. Considers the intrinsic method the superior one.

253. HARRISON, M. Lucile. "Developing Readiness for Word Recognition." 23(Mar. 1946), 122-131.
See 180 for complete annotation.

254. McCULLOUGH, Constance. "Flash Cards—The Opiate of the Reading Program?" 32(Oct. 1955), 379-381.
Suggests proper uses for flash cards in a reading program, with a less artificial and mechanical basis for word recognition.

255. SELKE, Erich. "Word Recognition Difficulties of Second-Grade Pupils." 20(Apr. 1946), 155-156.
Reports a study to determine the words causing the most difficulty to pupils in second grade. Results showed that instruction in phonics was not functioning as it should. Suggests a planned reading program involving word recognition.

256. WALDMAN, John, and Triggs, Frances Oralind. "The Measurement of Word Attack Skills." 35(Nov. 1958), 459-463.
Tells the importance of word attack skills and in what grade they are learned.

#### d. Context

257. EMANS, Robert, and Fisher, Gladys Marcy. "Teaching the Use of Context Clues." 44(Mar. 1967), 243-246.
Presents a study which used the Gates Reading Survey in various forms to study the use children make of context clues. Results indicate that the more clues a reader has, the easier it is to unlock an unknown word; also, context clues must be used with other word attack methods to discover the word.

258. McCULLOUGH, Constance. "The Recognition of Context Clues in Reading." 22(Jan. 1945), 1-5, 38.
Tells of the means by which a student can examine the context in which a word appears and the form of the word itself to get clues to its meaning.

259. WARNICK, Martin J. "The Correlated Reading Spelling Context Method." 31(Apr. 1954), 204-206.
Presents methods to develop mastery of words for the poor reader and good experience for the accelerated reader while helping the slower reader with problems. Advocates making sure the student can read the words with meaning and understanding in context. Lists group activities for poor readers as well as for accelerated classes.

### 7. Oral and Silent Reading

#### a. Oral Reading

260. BAKER, Franklin T. "The Case for Oral Reading." 5(May 1928), 131-134.
Gives ten reasons for teaching oral reading which might serve as a checklist for a good oral reading program.

261. COHLER, Milton J. "The Uses and Abuses of Oral Reading." 20(Dec. 1943), 327-329.
Prescribes methods of using oral reading as an instructional device; discusses valid and invalid aims of its use.

262. DAWSON, Mildred A. "The Role of Oral Reading in School and Life Activities." 35(Jan. 1958), 30-37.
Discusses the use of oral reading in motivating children who *can* read but *don't*. Reveals some of the complexities of oral reading and stresses proper practices in its use.

263. DUFFY, Thomas F. "Oral Reading for Its Own Sake." 41(Oct. 1964), 597-599.
Argues that oral reading deserves a place in the many-faceted repertoire of the reading teacher; is convinced that oral reading and some oral choral reading can move schools toward the ideal of a more perfectly balanced reading program.

264. GIST, Arthur S. "The Teaching of Oral Reading." 7(Dec. 1930), 255-256.
Lists the values of oral reading; just taking "turns" in class isn't enough for poor oral readers. Advocates the use of interesting selections two or three times a month en-

thusiastically prepared for a listening audience.

265. JOHNSON, Gertrude E. "Oral Reading as a Project in Personality Development." 5(May 1928), 137-139.
Supports inclusion of oral reading in the curriculum to promote personality development for the following reasons: (1) oral reading encourages attainment of intellectual and emotional balance through development of ease and poise; (2) it requires greater accuracy than is necessary for silent reading; (3) it encourages the reader to feel greater empathy with others; and (4) it serves as a technique for evaluation of comprehension.

266. KOEPKE, W. C. "Improving Oral Reading." 3(Dec. 1926), 311-314, 330.
Describes a situation set up to facilitate learning through greater pupil activity and interest, while allowing a free choice of material. Pupils chose their own material and worked with the teacher or more able students. The readers prepared questions they asked of the audience. The reader's preparation was evaluated on the following criteria: (1) corrections, (2) criticism, (3) suggestions for improvement, and (4) a general discussion.

267. KOVAS, Helen. "The Place of Oral Reading." 34(Nov. 1957), 462-466.
Defines oral reading as reading aloud in a natural audience situation. Contends there must be a purpose for reading orally.

268. McCULLOUGH, Constance. "How Moral Is Oral?" 25(May 1948), 286-289, 337.
Indicates the worthlessness of "round-robin" reading in the classroom. Outlines a more meaningful approach in which children read a passage orally in order to locate key facts, phrases, or sentences.

269. PIVAL, Jean G. "Stress, Pitch, and Juncture: Tools in the Diagnosis and Treatment of Reading Ills." 45(Apr. 1968), 458-463, 467.
Suggests diagnostic observation of children's oral reading and appropriate learning experiences to help children become aware of the patterning of sound and ultimately to improve their comprehension.

270. ROUNDS, C. R. "A Note in Reply to Dr. Buswell." 1(Sept. 1924), 180, 196.
Responds to G. T. Buswell in same issue of *Elementary English* (see 274). Asserts need for a study of the problem of oral reading to determine its potential value for grades 5-8 and suggests suitable methods for determining that value.

271. ROUNDS, C. R. "The Value of Oral Reading." 1(Sept. 1924), 175-177.
Indicates the trend of thought of the time regarding the study of oral reading. Questions the soundness of dissenters in the area of oral reading usefulness. Relates the background of the premise that oral reading should be taught in the elementary grades.

272. SIMPSON, I. Jewell. "Helping the Teacher Improve Oral Reading in the Grades." (1) 6(Sept. 1929), 167-170; (2) 6(Oct. 1929), 201-203.
(1) Lists reasons why oral reading is important in the elementary grades. Enumerates ways in which the teacher may train pupils in the art of oral reading. (2) Relates ideas for teachers to use in improving oral reading. Restates the need for improvement in this art.

273. WINSTON, Gertrude C. "Oral Reading and Group Reading." 40(Apr. 1963), 392-393, 410.
Discusses reading aloud in class for word mastery, enunciation, phrasing, short-word recognition, and expression.

**b. Oral vs. Silent**

274. BUSWELL, G. T. "Note on Mr. Rounds' Discussion of Oral Reading." 1(Sept. 1924), 178-179.
Comments on the position of C. R. Rounds advocating extensive oral reading with little consideration given to silent reading. Author cannot understand how the teacher of English can overlook the extreme significance of effective silent reading in the realization

of the aims of his subject, namely, an appreciation of and wide acquaintance with good literature.

275. DOLCH, E. W. "Four 'Methods' of Teaching Reading." 31(Feb. 1954), 72-76.
Discusses four methods of teaching reading: (1) all oral, (2) all silent, (3) oral-silent, and (4) silent-oral. States use of each.

276. KEENER, Edward E. "Teaching Primary Reading by the Non-Oral Method." 15(Dec. 1938), 291-292, 308.
Argues for the non-oral method of learning to read as more effective than oral and less likely to result in students vocalizing as they read. Sees this thought-getting as superior to an oral-phonic approach that should not begin until the student has mastered thought-getting.

277. MOORE, Annie E. "Some Aspects of Oral Reading in Primary Grades." 9(Apr. 1932), 83-85, 98.
Compares oral and silent reading—more similarities than differences. The same physical processes are used until late third grade (except those of speech organs). Wants to encourage oral reading at home.

### c. Silent Reading

278. BUSWELL, G. T. "Silent Reading in the Elementary Grades." 1(Mar. 1924), 14-17.
Emphasizes that children of elementary grades need silent reading more critically on more occasions than in previous years, especially those children who may become dropouts.

279. DOLCH, E. W. "Should Children Read Silently First?" 25(May 1948), 279-285.
Points out some of the hazards of assigning certain materials to children to be read silently before laying a proper background.

280. DYER, Clara Axie. "Pupil Activities in Silent Reading Texts." 4(Sept. 1927), 196-197.
Establishes the mental processes involved in studying: (1) association and memory of facts; (2) direct attention to study attitudes; (3) stimulation of thought and self-expression; and (4) perceptual skills.

281. GRAY, William S. "Fundamentals in Silent Reading." 9(Apr. 1932), 95-98.
Describes three levels of skill in silent reading: (1) recognizing meaning in form, (2) interpreting meaning, and (3) outlining content.

282. GRAY, William S. "The Teaching of Silent Reading during the Next Decade." 11(Apr. 1934), 91-93, 118.
Supports silent reading as basic to increasing reading speed and comprehension. Silent reading affects number of selections read, influences ideals, elevates tastes, and provides greater appreciation of literature.

283. HUGLIN, Ida. "Language versus Silent Reading." 3(Nov. 1926), 290-291, 303.
Contends that silent reading, an impressional process, and language, an expressional process, are different in purpose and different in operation. Considers a problem of silent reading—that of speed and comprehension. Here language tends to suffer since children have only a given time in which to express their answers.

284. SMITH, Nila Banton. "Practical Exercises for Classroom Use." (1) 1(Mar. 1924), 34-35; (2) 1(Apr. 1924), 74-75.
Concerned with silent reading, the author presents suggestions under these headings: (1) Illustrating Compositions; (2) Making "Silent Readers"; (3) Matching Pictures and Stories; (4) Filling Blanks with Pictures; and (5) Solving "Yes" and "No" Problems. Part 2 of this article, "Second and Third Grade Activity in Oral and Written Composition," was presented by Maud Bowles, who spoke of stimulation through the presentation of suggestions for initiating activities, assistance hints for the teacher, and finally items of self-criticism or self-help.

285. SMITH, Nila Banton. "Silent Reading Exercises." 2(May 1925), 180.

Discusses the use of pantomime as a reinforcement in the teaching of silent reading and the method employed in both primary and intermediate grades.

286. SMITH, Nila Banton. "Teaching Silent Reading." 2(Nov. 1925), 315.
Suggests two effective means by which silent reading can be taught by letting the child give a title to a newspaper story and by letting him write stories regularly.

287. STONE, Clarence R. "Silent Reading in the First Grade." 2(June 1925), 215-219.
Discusses the importance of silent reading. Discusses the following: (1) available materials, (2) essential differences between silent and oral reading, (3) objectives in wide reading, (4) teaching methods, and (5) the problem of response. Includes a sample lesson of cutting and coloring from a reading textbook.

288. STONE, Clarence R. "Training in Silent Reading: Grades Two and Three." 3(Apr. 1926), 128-130, 138.
Describes types of silent reading for grades two and three. Suggests training lessons for comprehension. Enumerates seven types of responses to silent reading activities.

## 8. Comprehension

289. ABRAHAM, Willard. "A New Look at Reading." 31(Mar. 1954), 139-143.
See 142 for complete annotation.

290. CARPENTER, Audrey F. "More than Plot." 34(Oct. 1957), 383-385.
Notes that eighth grade students of above average ability read for "the hidden meaning" of a story. If the book is a good one, the reader will add to his understanding or knowledge by reading.

291. CARR, John W. "The Approach to Reading as a Meaningful Process." 13(Apr. 1936), 145-148.
Concerns itself with teaching children to read for comprehension as opposed to meaningless word calling.

292. DOLCH, E. W. "Complete Reading vs. Partial Reading." 33(Jan. 1956), 11-12.
Distinguishes between "reading" and "partial reading," the latter referring to reading marred by lack of specific skills which, when identified and developed, lead to "complete reading."

293. DOLCH, E. W. "How Should We Read Stories?" 35(Mar. 1958), 157-159.
Describes how one should read stories with understanding and imagination in order to comprehend their meanings.

294. EDWARDS, D. Lewis. "Teaching Beginners the Purpose of Reading." 39(Mar. 1962), 194-195, 215.
Presents the idea that the purpose of reading is to get the meaning, not just to say the words with rapidity and expression, and states that the children must understand this concept. Describes teaching activities which can be used to help the child read for meaning, and gives specific examples of direct applications of the "reading for meaning" activities.

295. GOODYKOONTZ, Bess. "The Relation of Pictures to Reading Comprehension." 13(Apr. 1936), 125-130.
Explains the function of pictures as a teaching device for the reinforcement and clarification of reading.

296. GRAY, William S. "Reading and Understanding." 28(Mar. 1951), 148-159.
Discusses the problems in promoting understanding in reading. Considers these three principles basic in improving efficiency: (1) reading is essentially a process of interpreting language; (2) reading is associating meaning with written forms; and (3) reading is understanding what is read. Common sources of difficulty include: inherent difficulty of the concept presented; the nature of the language used, its patterns, etc.; and the characteristics of individuals which limit understanding. Also lists essential steps in grasping the meaning of material.

297. HERBERS, Sister M. Benigna. "Comprehension Difficulties in a Third Grade Reader." 16(Feb. 1939), 53-57.

Reports a study of comprehension difficulties in a third grade reader: each pupil was furnished with a copy of a third grade reader and instructed to read a particular selection silently; words were pronounced by the examiner when necessary, but no explanation of meanings was given; the silent reading was followed by two types of informal tests constructed to include the same content but to utilize different testing devices for determining comprehension on the same items. Test 1 consisted of yes-no, multiple choice, and picture choice tests; test 2 was a written test consisting of questions on meaning; the same material was tested a third time by a personal interview in which the child was given an opportunity to demonstrate the understanding he had of the selection read. Conclusions: (1) children had inadequate and erroneous concepts of words, phrases, sentences; (2) children could have hazy concepts even when their facility was skilled; (3) children misunderstand even yes-no tests; and (4) children were inconsistent in answering the same questions in different tests.

298. JENKINS, William A. "Reading Skills in Teaching Literature in the Elementary School." 41(Nov. 1964), 778-782.

Defines reading as obtaining meaning from the structural elements of written language. Literature presents a standard for judging language and experience, and provides a background which gives words their meaning. Some skills which a child should be taught: (1) to interpret life in its varying degrees of seriousness; (2) to recognize that language has nuances, subtleties, and intricacies; (3) to interpret a wide range of vocabulary and discourse; (4) to pursue a series of events in order and time; and (5) to grasp the tone and mood of a reading selection.

299. McCULLOUGH, Constance. "Broadening Experiences through Reading in the Elementary School." 23(Mar. 1946), 101-107.

Sets forth certain characteristics that need emphasis in a reading program; critically examines various reading problems. Puts stress on comprehension and training in the improvement of reading.

300. ROGERS, C. D. "Developmental Integration in Reading." 45(Dec. 1968), 1068-1070.

See 19 for complete annotation.

301. SEEGERS, J. Conrad. "Reading for Meaning." 23(Oct. 1946), 247-250, 261.

States that schools should not teach reading but should teach the *use* of reading and in so doing teach *thinking*. Presents four approaches to achieving this proposal.

302. SEEGERS, J. Conrad. "Some Aspects of Verbalism." 30(Nov. 1953), 437-443.

Comments upon certain aspects of verbalism met in reading. Provides eight guidelines for a teacher to follow if the teacher wants to help his pupils avoid verbalism. Points up that word recognition is only the beginning and that true reading involves thinking about what the words have said.

303. SHORES, J. Harlan. "Dimensions of Reading Speed and Comprehension." 45(Jan. 1968), 23-28, 43.

Discusses the simplicity and complexity of the reading process, stressing factors of importance: relation of the reader to the material, relationship between speed and comprehension.

304. UHL, Willis L. "Finding Problems While Reading." 11(Apr. 1934), 94-96, 110.

Believes that human beings try to avoid problems rather than find solutions. Suggests seven steps to reach good solutions. Emphasizes that teachers should encourage better techniques in raising problems in students' minds and in arousing motives for solutions.

305. YOAKAM, Gerald Alan. "How to Remember What One Reads." 7(Apr. 1930), 83-86.

Describes difficulties commonly experienced in remembering what one reads and suggests some steps that can be taken to improve

retention. Emphasizes the importance of material having meaning to the individual.

## 9. Content Areas

### a. General

306. ARTLEY, A. Sterl. "Critical Reading in the Content Areas." 36(Feb. 1959), 122-130.
Defines critical reading as judging a writer's ideas and the reader's reaction to these ideas. Contends that the development of critical interpretation is a responsibility of all teachers on all levels. Pupils should be given purposes to be met through critical reading.

307. BRUECKNER, Leo J. "The Analysis of Skills in Reading." 5(Apr. 1928), 109-112.
Distinguishes work type reading (involving location of information, comprehension, and evaluation with reasonable speed and accuracy) from recreational reading (for interpretation, appreciation, enjoyment, and cultivation of a desire to read extensively). Courses of study should give general objectives and cite skills to be taught to achieve the objectives. Teachers should plan their instruction accordingly. Gives criteria for analyzing arithmetic and social studies instruction.

308. KNAPP, Jessie V. "Improving Reading Skills in Content Areas." 24(Dec. 1947), 542-550.
Advocates combining the teaching of reading with another content subject.

309. SERVISS, Trevor. "Reading in the Content Areas." 30(Oct. 1953), 353-361.
Points out the necessity of studying the needs and interests of children and the importance of a library with abundant materials so that children can be guided in the responsibility of selecting material and evaluating it in terms of their needs and interests. Calls for reading programs that will make reading a vital part of living and a symbol of pleasurable activity.

### b. Social Studies

310. GISE, Benjamin. "Stimulating Children's Growth in Reading." 35(Dec. 1958), 529-532.
Lists numerous devices used by classroom teachers to stimulate interest in reading; mentions activities deemed suitable for integrating social studies with literature; documents the listing through a short annotated bibliography for both teachers and parents.

311. McINTIRE, Alta. "Reading Social Studies Materials in the Middle Grades." 21(Nov. 1944), 262-266, 271.
Presents suggestions to improve the reading of middle grade pupils in the field of social studies.

### c. Geography

312. MEIGHEN, Mary, and Barth, Ethel. "Geographic Material in Third-Grade Readers." 15(Dec. 1938), 299-301.
Studies the amount of geography material in third grade reading and the existence of supplementary material such as maps and globes to make geography references in stories meaningful to third graders.

313. THRALLS, Zoe A. "Geographic Terms in Third Grade." 36(Jan. 1959) 32-35.
Summarizes the geographic material existing in basic readers at third grade level, covering fourteen readers which were copyrighted from 1945-1957.

### d. History

314. DEATON, Mary B. "Learning the Time Concept through Historical Fiction." 23(Nov. 1946), 301-303.
Believes that children may be led to an awareness of dates through reading historical fiction, in which children discover how an author tells when his story happened.

### e. Science

315. SHORES, J. Harlan. "Reading of Science for Two Separate Purposes as Perceived by Sixth Grade Students

and Able Adult Readers." 37(Nov. 1960), 461-468.
Presents results of a study to understand the immaturity of sixth grade children and their inability to read science materials for various purposes. Draws three conclusions.

316. SHORES, J. Harlan. "Reading Science Materials for Two Distinct Purposes." 37(Dec. 1960), 546-552, 565.
Reports a study which indicates that a reader's purpose for reading is a determinant of reading rate and comprehension.

## 10. Study Skills

### a. General

317. GARNETT, Wilma Leslie. "Why Read?" 19(Apr. 1942), 122-124, 146.
Contends that a child learns to read to learn other subjects. The elementary teacher has a grave responsibility to teach reading well, for reading may be needed to earn a living in later life, and it is the way to learn the literary heritage. Books will stimulate creative thinking; sheer pleasure comes with reading well.

318. KING, William A. "Work Reading in the Intermediate Grades." 7(May 1930), 129-133.
Discusses study reading and work reading, which are characterized by work attitudes and use of appropriate materials.

319. MAHONEY, Sally. "Basic Study Skills and Tools." 42(Dec. 1965), 905-915.
Contends that, because all levels of education need overlapping and interdependent study skills, the questions of grade by grade introduction and refinement are important. Discusses skills involved in primary instruction in the alphabet, the dictionary, books, encyclopedias, and libraries.

320. MILLER, Nathan A. "Activities for Teaching Study Skills." 19(Apr. 1942), 138-139, 150.
Insists that work-study skills are an interrelated part of the child's whole reading ability. Reading teachers must be aware of the definite study skills needed for each subject area. Gives suggestions to help develop these study skills.

321. PARKE, Margaret B. "Reading for Specific Purposes." 41(Mar. 1964), 242-245.
Points out the various reasons why children read. Includes the skills and study habits necessary to fulfill reading purposes. Contends that children should read more books for information than for personal satisfaction.

### b. Reading for Information

322. SHAW, Phillip. "Study Activities: A Checklist." 36(Oct. 1959), 390-394.
Lists sixteen questions regarding reading for information.

### c. Dictionary

323. MOWER, Morris Leon, and Barney, Leroy. "Which Are the Most Important Dictionary Skills?" 45(Apr. 1968), 468-471.
Emphasizes the importance of the dictionary as a reference and applies the criterion of social utility for determining the important dictionary skills which should be taught.

## 11. Vocabulary

324. COHEN, Dorothy H. "The Effect of Literature on Vocabulary and Reading Achievement." 45(Feb. 1968), 209-213, 217.
Describes a research project which focused on motivating and raising the reading levels of disadvantaged children by reading interesting stories aloud.

325. DEARBORN, Frances R. "A Study of Erroneous Word Concepts in Reading." 6(Jan. 1929), 3-6, 23.
Attempts to analyze the erroneous word concepts of third and fourth graders.

326. OLSON, Arthur V. "An Analysis of the Vocabulary of Seven Primary Reading Series." 42(Mar. 1965), 261-264.

Gives the results of a study of the vocabulary of seven sets of basal readers, how they differ, and the problems which might be encountered when changing from one series to another.

327. RICHARDINE, Sister. "A Reading Activity in Grade One." 15(Apr. 1938), 129-132, 160.
See 55 for complete annotation.

328. STONE, David R., and Bartschi, Vilda. "A Basic Word List from Basal Readers." 40(Apr. 1963), 420-427.
Reviews recent literature on word lists for spelling and reading. Includes word lists from basal readers.

329. THRALLS, Zoe A. "Geographic Terms in Third Grade." 36(Jan. 1959), 32-35.
See 313 for complete annotation.

330. WOZENCROFT, Marian. "Word Meaning Difficulties." 41(Jan. 1964), 44-46.
States that, as children progress through the grades, their chief meaning problem in reading shifts from paragraph meaning to word meaning.

## 12. Critical Reading

331. BETTS, Emmett Albert. "Guidance in the Critical Interpretation of Language." 27(Jan. 1950), 9-18, 22.
Suggests that a systematic guidance program in teaching individuals to read critically should begin in kindergarten and go on through school. Includes suggestions to carry out such a program.

332. CARPENTER, Audrey F. "More than Plot." 34(Oct. 1957), 383-385.
See 290 for complete annotation.

333. COHEN, Lorraine Sterling. "Begin Critical Reading in Elementary School." 44(Apr. 1967), 363-364, 377.
Describes several devices teachers can use to develop critical reading and thinking.

334. DAWSON, Mildred A. "The Significance of Discriminate Reading." 19(Oct. 1942), 191-193, 198.
Maintains that reading well involves selecting worthwhile material, using different methods of reading (skimming, cursory, deliberate, concentrated), and detecting and evaluating propaganda; all processes are helpful in evaluating the purpose in an article. The teacher should be aware of the best articles to lead the pupil to these skills and of those which illustrate the values on which the nation was founded.

335. DEBOER, John J. "Teaching Critical Reading." 23(Oct. 1946), 251-254.
Examines the three conclusions which were reached by Roma Gans and Edward Glaser in their study of critical reading: it is important, it can be taught, and it is neglected in the schools. Discusses what critical reading involves and what appropriate criteria should be in the mind of the reader. Lists four responsibilities for the teacher for instruction in critical reading.

336. ELLER, William, and Dykstra, Robert. "Persuasion and Personality: Readers' Predispositions as a Factor in Critical Reading." 36(Mar. 1959), 191-197, 202.
The authors regret the fact that critical reading is not stressed at the lower levels of school and state that a reader's prejudice tends to make him a less effective reader. These predispositions include individual and social considerations. Because of the many differences in any class, there will be many differences in response to printed material.

337. HILL, Jeraldine. "Teaching Critical Reading in the Middle Grades." 39(Mar. 1962), 239-243.
Gives thirteen definite suggestions of how to teach and develop critical reading, beginning in the middle grades.

338. KING, Martha L., and Ellinger, Bernice D. "An Annotated Bibliography of Critical Reading Articles." 44(Apr. 1967), 365-377.
Includes articles and research reports pertaining to critical reading during the last decade: theoretical articles, research reports,

and descriptions of teaching methods or materials.

339. PETTY, Walter T. "Critical Reading in the Primary Grades." 33(May 1956), 298-302.
Stresses the developmental process of critical reading and thinking and the dependency of one on the other. Emphasizes starting this process with the beginning reading experiences.

340. RUSSELL, David H. "The Prerequisite: Knowing How to Read Critically." 40(Oct. 1963), 579-582, 597.
Urges more emphasis on teaching critical reading as a means of developing critical thinking.

341. RUSSELL, David H. "Research on the Processes of Thinking with Some Applications to Reading." 42(Apr. 1965), 370-378, 432.
Suggests the direct teaching of six types of thinking that can be applied to reading: perceptual, associative, concept formation, problem solving, critical, and creative.

342. SMITH, Nila Banton. "What Is Critical Reading?" 40(Apr. 1963), 409-410.
Defines critical reading as one aspect of reading comprehension.

343. SOCHOR, E. Elona. "The Nature of Critical Reading." 36(Jan. 1959), 47-58.
Provides a source of a concise analysis of the differences between literal reading and critical reading.

344. STAUFFER, Russell G. "Certain Convictions about Reading Instruction." 46(Jan. 1969), 85-89.
Maintains that the thinking and reading processes are closely related; urges teaching skills in critical thinking and reading which are essential to making educated decisions. Promotes (1) group reading as well as individual reading, (2) the language-experience approach, (3) well-equipped school libraries, and (4) teaching reading for meaning.

345. UHL, Willis L. "Finding Problems While Reading." 11(Apr. 1934), 94-96, 110.
See 304 for complete annotation.

346. WARBEBERG, Helen L. "Critical Reading." 44(Mar. 1967), 247-251.
Presents three views of critical reading: propaganda detection, critical thinking, and literary analysis. The habit of judging and an awareness of the uniqueness of communicating through the printed page are two common elements in critical reading; fear and lack of time hinder critical reading. Time, materials, freedom from pressure, and receptive teachers are needed to teach critical reading.

347. WILLIAMS, Gertrude. "Provisions for Critical Reading in Basic Readers." 36(May 1959), 323-331.
Discusses the importance of obtaining and stimulating critical reading skills and deplores the fact that few basic readers include them.

## 13. Rate of Reading

348. O'KEEFE, John G. "Overcoming Slow Speed of Reading in Junior High." 36(Feb. 1959), 105.
Lists two factors affecting rate of reading and offers techniques for improving slow readers.

349. SHORES, J. Harlan. "Are Fast Readers the Best Readers?" 38(Apr. 1961), 236-245.
Reports an experiment with a sixth grade class to answer the question, "Are fast readers the best readers?" Concludes that the purpose for reading determines whether or not fast readers are the best.

350. SHORES, J. Harlan. "Dimensions of Reading Speed and Comprehension." 45(Jan. 1968), 23-28, 43.
See 303 for complete annotation.

351. SHORES, J. Harlan, and Husbands, Kenneth L. "Are Fast Readers the Best Readers?" 27(Jan. 1950), 52-57.
Tells of various studies to discover what

factors determine speed in reading. Tests show that speed and comprehension both depend on the difficulty of the material, the extent to which the reader reads critically, and the reader's purpose in reading.

## 14. Evaluation

### a. Evaluating the Program

352. BETTS, Emmett Albert. "How Well Are We Teaching Reading?" 38(Oct. 1961), 377-381.
Discusses an evaluation of reading instruction in terms of current practices regarding (1) individual differences, (2) interest, (3) phonics, and (4) thinking. Sources of information on how well we are teaching reading may come from (1) studies comparing reading instruction now with then, (2) experimental studies and surveys which reveal major needs and point to means of improving instruction, and (3) classroom observation by students who have mastered the cognate disciplines basic to reading instruction.

353. CUTRIGHT, Prudence, and Riedell, Adaline. "A Survey of Primary Reading Activities." 8(Mar. 1931), 54-59.
Describes the initial step in a supervisory program for improving the teaching of reading conducted by elementary principals of Minneapolis.

354. JEIDY, Pauline. "Improving the Program in Reading." 26(Jan. 1949), 27-31, 34.
Describes improvement which came about as a result of selecting supervisors to help teachers in specific areas, especially in reading, so as to improve instruction in six different phases of the class activities.

355. LERNER, Janet W. "A New Focus in Reading Research: The Decision-Making Process." 44(Mar. 1967), 236-242, 251.
Describes four areas in which discrepancy exists between what should be and what is in reading programs: (1) the making of policy decisions concerning reading and the implementation of these decisions; (2) the role of the reading consultant; (3) the widespread use of basal readers; and (4) the adoption of reading methods. Defines the decision making process and discusses its application to reading problems. The reading consultant needs to apply the findings of behavorial sciences to this problem.

356. MACKINTOSH, Helen K. "Respect for the R's." 36(Oct. 1959), 395-398.
Presents three questions for judging one's teaching of reading and writing: (1) Have you met the problem? How? (2) Have you looked at your ways of working? (3) Do you get quantity or quality?

357. STILL, Jane S. "Evaluation of a Community Sponsored Summer Remedial Reading Program." 38(May 1961), 342-343.
Reviews the testing procedures and results of the Birmingham summer remedial reading program. Covers word attack skills, rate, comprehension, and oral reading.

### b. Techniques of Evaluation

358. BLAYNE, Thorton C. "Validity of Self-Evaluation Charts in Developmental Reading Programs." 26(May 1949), 279-281, 292.
Reports on a study of the validity of self-evaluation charts in developmental reading programs in high school and junior college in Menlo Park.

359. DOLCH, E. W. "Testing Reading with a Book." 28(Mar. 1951), 124-125, 165.
Suggests a method of testing for vocabulary, comprehension, and contextual interpretation skills through the use of an ordinary textbook.

360. HARRIS, Albert J. "Key Factors in a Successful Reading Program." 46(Jan. 1969), 69-76.
Attempts to answer ten key questions which can be used as guidelines in evaluating reading programs. The questions focus on promoting interest in reading and on meeting individual differences through various instructional techniques and materials.

361. O'ROURKE, Mary A. "The Evaluation of Reading in Terms of Child Development." 28(Jan. 1951), 14-18, 27.
Suggests that the use of a reading progress profile for each student evaluates progress in a series of stages set up in the reading program.

362. ROBISON, Eleanor C. "Let's Be Specific about Reading." 26(Mar. 1949), 117-121.
Suggests questions a teacher could use to evaluate a reading program.

363. SANGREN, Paul V. "Methods of Diagnosis in Reading." 7(Apr. 1930), 105-107.
Suggests methods of diagnosis to be used within a classroom by the teacher, among them self-study by the pupil, observation of pupil's reading by the teacher, analysis of the results of a single test, and analysis of the results of a battery of tests.

364. SUTTON, Rachel S. "Variations in Reading Achievement of Selected Children." 37(Feb. 1960), 97-101.
Contends that prepared tests, whether achievement, IQ, or readiness, cannot give the entire picture of the child in regard to reading achievement. Continuous appraisal by the teacher, with data synchronized around developmental change, must be carried on. The child must have access to many books. His environment should stimulate him to read. The child must be continuously appraised with the help of standardized tests and teacher-staff study.

365. WOLFE, Josephine B. "How Effective Are Your Reading Lessons?" 40(Mar. 1963), 275-276.
Lists fifteen questions for the reading teacher to ask himself after each reading lesson to test how effective he has been. They furnish a guide to a good lesson.

**c. Diagnostic Tests**

366. AARON, Ira E. "An Informal Reading Inventory." 37(Nov. 1960), 457-460.
Gives innovative three-step procedure for conducting an informal reading inventory.

367. DANIEL, John Emerson. "The Effectiveness of Various Procedures in Reading Level Placement." 39(Oct. 1962), 590, 595-600.
Shows the results of a study which statistically evaluated the relative effectiveness of three commonly used reading placement tests to provide the criterion for grouping children homogeneously for reading.

368. DOLCH, E. W. "Do Reading Tests Test Reading?" 31(Apr. 1954), 200-204.
Clarifies the fact there are many obstacles in the construction of reading tests since reading has two meanings: the ability to read and the desire to read. Includes five reading ability factors and five factors in study.

369. JORGENSEN, A. N. "Use of Diagnostic Tests in Teaching Silent Reading." 9(Apr. 1932), 86-88, 107.
Discusses use of various tests for reading skill. Lists ten situations using silent reading. Stresses need for diagnostic devices by teachers to plan reading program and to provide instruction to develop skills for varying abilities and interests.

370. McCULLOUGH, Constance. "What's Behind the Reading Score?" 30(Jan. 1953), 1-7.
Emphasizes problems that can result when a teacher misinterprets reading test scores. Urges the use of individual scores for diagnostic purposes.

371. MADDEN, Mable, and Pratt, Marjorie. "An Oral Reading Survey as a Teaching Aid." 18(Apr. 1941), 122-126, 159.
Reviews the results of an oral reading test conducted in grades 3-9 in Wisconsin.

372. PATERRA, Mary Elizabeth. "A Study of Thirty-Three WISC Scattergrams of Retarded Readers." 40(Apr. 1963), 394-405.
Reports on a research project in which scattergrams of retarded readers were studied, with implications for the reading program.

373. TRELA, Thaddeus M. "What Do Diagnostic Reading Tests Diagnose?" 43(Apr. 1966), 370-372.
Offers a checklist which attempts to show specific and general areas of reading that are covered in several diagnostic tests.

374. WHEELER, Lester R., and Smith, Edwin H. "A Modification of the Informal Reading Inventory." 34 (Apr. 1957), 224-226.
Suggests ways to find a child's reading level.

## 15. Remedial Reading

### a. General

375. BETTS, Emmett Albert. "Corrective and Remedial Cases: Analysis and Follow-up." 24(Mar. 1947), 137-150.
Discusses five areas of corrective and remedial instruction and notes that effective remedial procedures can help the child become rich in spirit.

376. BONEY, C. Dewitt. "A Visit with Remedial Teachers." 30(Jan. 1953), 7-13.
Reviews methods, materials, and results in remedial reading programs; comments that the lack of clearly defined objectives and overexposure of students are the reasons for the failure of remedial programs.

377. GATES, Arthur I. "Diagnostic and Remediation in Reading." 19(Dec. 1942), 286-290.
Describes trends in corrective reading and maintains that the teacher's ability to sense difficulties in reading and then meet children's needs is a vital step toward successful reading.

378. GRAY, William S. "Reading Problems That Challenge Attention." 3(Apr. 1926), 105-107.
Reports data of reading problems compiled in a year's time.

379. SCHUBERT, Delwyn G. "The Reading Teacher as Detective." 35(Apr. 1958), 233-236.
Gives six main topics a good teacher uses in becoming a "detective." Mentions many problems in reading which texts and pamphlets often overlook.

### b. Organization and Administration of Remedial Programs

380. BAKER, Emily V. "Reading Problems Are Caused." 25(Oct. 1948), 359-369, 396.
Presents seven main factors for considering problems at all reading levels and six possibilities for correcting these problems to enhance a better reading program.

381. BENNETT, Annette. "Teaching Ten Thousand Children to Read." 15(Apr. 1938), 125-128.
See 90 for complete annotation.

382. BONEY, C. Dewitt. "A Visit with Remedial Teachers." 30(Jan. 1953), 7-13.
See 376 for complete annotation.

383. CLOWES, Helen Coe. "The Reading Clinic." 7(Apr. 1930), 98-100, 111.
Cites establishment of a reading clinic at Western Reserve University. Lists the areas in which each individual child was checked.

384. DYER, Clara Axie. "A Plan for a Remedial Reading Program." (1) 15(Apr. 1938), 146-148, 158; (2) 15(May 1938), 179-184.
Discusses the general principles recognized as essential for a remedial reading program and offers many concrete and specific suggestions.

385. EDWARDS, D. Lewis. "Continuing a Remedial Reading Program." 32(Apr. 1955), 214-220.
Presents three problems in continuing a remedial reading program and suggests specific measures to keep the program alive.

386. EDWARDS, D. Lewis. "Suggested Materials for the Administration of a Public School Remedial Reading Program." 32(May 1955), 312-321.
Suggests that remedial programs be facilitated by the transfer of permanent records and progress reports of students.

387. EDWARDS, D. Lewis, and Dolch, E. W. "Introducing a Remedial Reading Program." 32(Jan. 1955), 38-43.
Prescribes in detail a remedial reading program for the elementary school, with special attention to five crucial issues.

388. GIST, Arthur S. "Remedial Instruction in Reading." 5(May 1928), 154, 158.
Maintains that remedial instruction in reading must be based on sound psychological principles and must be thoroughly and intelligently planned. "It is necessary to recognize individual differences, interests and academic background of the pupils as a basis for classroom procedure." Describes a procedure discussed in Gist and King. *The Teaching and Supervision of Reading.*

389. LAFFEY, Rose. "A Program in Remedial Reading." 27(Apr. 1950), 230-239.
From 400 case studies, finds 4 major factors contributing to reading disabilities: physical, family, emotional, and social and school. Discusses the organization of the reading class.

390. PAYNE, Cassie Spencer. "Helping Non-Readers in the Earlier Grades." 21(Feb. 1944), 71-73.
Describes a program for nonreaders.

391. SLESINGER, Betty Sapadin. "Attacking the Problem of Retarded Readers." 31(Mar. 1954), 144-145.
Discusses a remedial program set up in a Brooklyn school. WPA Remedial Reading Booklets were used, supplemented by dramatizations and study of nature through walks and use of scrapbooks.

392. SOUTHALL, Hilda. "Organization of Remedial Reading in the Classroom." 18(Apr. 1941), 127-132.
Enumerates ways that a classroom teacher can help the individual pupil read better. Tells method to use in setting up remedial reading program.

393. WITT, Frank. "Remedial Reading in the Junior High School: A Practical Report." 26(Jan. 1959), 35-41.
Reports a good source for a clear, concise report on remedial reading—philosophy, techniques, and methods—for social and academic development.

**c. Methods**

394. DOLCH, E. W. "Success in Remedial Reading." 30(Mar. 1953), 133-137.
Advocates using a method in remedial reading which revolves around the child's point of view rather than the point of view of the teacher.

395. GRAY, William S. "Trends in Remedial Work." 20(Feb. 1943), 47-53.
Identifies four kinds of remedial readers and three types of remedial work; article is a source of information on remedial problems.

396. REICH, Riva R. "More than Remedial Reading." 39(Mar. 1962), 216-219, 236.
Presents some charactersistics of remedial readers and some methods used in a remedial reading program.

397. SUMMER Session Reading Clinic, State Normal School, Oswego, New York (Report). "Challenging the Learner." 15(Apr. 1938), 149-158.
Discusses corrective procedures and principles underlying remedial reading.

**d. Materials (see also 29. Readability)**

398. BARBE, Walter B. "High Interest, Low Ability Level Reading Materials." 30(May 1953), 281-284.
Discusses the need for interesting reading materials for low ability readers. Lists several sources for obtaining these materials.

399. BOYD, Gertrude. "Some Observations on Remedial Reading." 26(Dec. 1949), 465-467.
Stresses the importance of selecting remedial work to suit the individual's lacks or his capabilities for continuous growth. The child must feel confidence and success in reading experience.

400. DURRELL, Donald D. "A Vocabulary for Corrective Reading." 11(Apr. 1934), 106-109.

Explains the problem that severely retarded readers must have books rich in mature ideas, but written in simplified vocabulary. Advocates use of Horn and Thorndike and Kindergarten Union lists. Gives suggestions to guide the teacher in programming corrective reading.

401. EDWARDS, D. Lewis. "Suggested Materials for the Administration of a Public School Remedial Reading Program." 32(May 1955), 312-321.
See 386 for complete annotation.

402. FRY, Edward B. "Developing a Word List for Remedial Reading." 34 (Nov. 1957), 456-458.
Emphasizes the importance of remedial and classroom teachers having as a tool a list of words most frequently used in reading. Gives criteria for such a list.

403. HEAGY, Dorothy M., and Amato, Anthony J. "Everyone Can Learn to Enjoy Reading." 35(Nov. 1958), 464-468.
Consists of a book list to help teachers select books high in interest and low in required reading ability.

404. JULITTA, Sister Mary, and Michaella, Sister. "A List of Books for Retarded Readers." 45(Apr. 1968), 472-477.
List of books giving the Spache Readability Score and age group to which the book appeals. Lists publishers.

405. KASBOHM. Mary Crowley. "Remedial Reading Materials." 43(Mar. 1966), 209-218.
Describes materials used in a graduate course in remedial reading at the University of Minnesota.

406. SCHUBERT, Delwyn G. "Interest—A Key to Reading Retardation." 30(Dec. 1953), 518-520.
Discusses causes of reading problems. Recommends that teachers (1) read professional books for better understanding of children's interests; (2) make use of the child's present interests; (3) provide reading materials which are on his reading ability level; (4) select appropriate materials; and (5) be enthusiastic and understanding to make the child feel worthwhile and capable of improving.

407. SPACHE, George, and Pollack, Ruth. "Remedial Reading Materials." 19(Apr. 1942), 131-133.
By means of questionnaires sent to reading clinics in colleges, child guidance clinics, and psychiatric clinics, these authors compiled a list of remedial reading materials for the elementary schools, including workbooks, basic readers, and books on literature, science, and many other areas. Grade levels are indicated for each book.

408. SPRAGUE, Lois. "Non-Fiction Books for Retarded Readers in the Upper Grades." 28(Jan. 1951), 28-34.
Gives an annotated bibliography of books for retarded readers in upper grades, grouped according to social studies, science, physical science, and personal guidance.

**e. Diagnosis**

409. BETTS, Emmett Albert. "Prevention and Correction of Reading Disabilities." 12(Feb. 1935), 25-32, 48.
Gives suggestions for correcting and preventing reading disabilities, such as providing reading readiness programs, correcting ear and eye defects, determining psychological handicaps, and permitting left-handed students to remain left-handed. Also recommends many techniques for development in corrective reading: writing words without copy, discouraging the saying of letters, and conducting individual oral reading lessons. Gives principles for corrective reading, one of which is "no one type of corrective material can be equally effective for all individuals."

410. BETTS, Emmett Albert. "Teacher Analysis of Reading Disabilities." 11(Apr. 1934), 99-102.
Lists four ways to develop technique for discovering reading disabilities. Includes factors for reading success: maturation, vision, hearing, kinesthetic imagery, language, and emotional reactions. Advocates that the teacher do all possible to correct a situation causing reading difficulties.

411. DURRELL, Donald D. "Tests and Corrective Procedures for Reading Disabilities." 12(Apr. 1935), 91-95.
States that ear and eye examinations are a major contribution to the prevention of reading disabilities. Remedial procedures should include observations of background skills, word analysis skills, word recognition skills, oral reading, silent reading, different levels of recall, study skills, and general reading habits. Hopes that in the future each child will be so well taught that remedial instruction will not be needed.

412. GATES, Arthur I. "Viewpoints Underlying the Study of Reading Disabilities." 12(Apr. 1935), 85-90, 105.
Discusses viewpoints in experimental work on the causes of disability and types of diagnosis and remedial instruction in reading. Reading disabilities have now expanded to include difficulties of comprehension, muscular imbalance of the eyes, constitutional factors, change of teachers, large classes, and inadequacies of materials. Explains how individual remedial work is of immense benefit; low reading scores lead to low achievement in all scholastic subjects; and remedial instruction must make use of many and varied means if there is to be hope of success.

413. LICHTENSTEIN, Arthur. "The Letter-Sounds: A Reading Problem." 17(Jan. 1940), 23-24, 27.
See 237 for complete annotation.

414. OSBURN, W. J. "Remedial Work in Reading." (1) 5(Apr. 1928), 122-126; (2) 5(May 1928), 150-153.
Part 1 asserts that the laws of learning apply to reading as well as to other subjects. Draws attention to four kinds of deficiencies in reading: (1) inaccuracy, which may be reduced by having the student answer questions on selections read and keep a record of his progress in attaining accuracy; (2) slow silent reading, which may be diagnosed through oral reading and improved through work on phonics; (3) lip reading, which impedes rate, and may be improved through the use of flash cards to increase eye span; and (4) lack of motivation to read faster, on the part of pupils able to read, which may be improved through timed readings and answering questions. Part 2 discusses the complex nature of reading and the difficulties students may encounter in analyzing, organizing, remembering, and supplementing thoughts they have read. Includes several silent reading exercises.

415. SCHACH, Vita. "A Quick Phonics Readiness Check for Retarded Readers." 39(Oct. 1962), 584-586.
Contains a brief checklist for eliciting readiness information on severely retarded readers.

416. WITTY, Paul A. "Interest and Success —The Antidote to Stress." 32(Dec. 1955), 507-513.
Points out eight possible causes of reading failures and suggests measures to help overcome these problems.

### f. Correlates of Disability

#### *i. General*

417. FITZGERALD, James A. "Psychology in the Reading Clinic." 14(Apr. 1937) 133-137, 152.
Reports a study of causes of reading retardation at elementary level taking into consideration many factors and records in the children's lives.

418. GRAUBARD, Paul S. "Assessment of Reading Disability." 44(Mar. 1967), 228-230.
Presents a list of aspects which teachers can look for because they correlate with reading ability: (a) auditory activity, (b) auditory perception, (c) blending ability, (d) visual acuity, (e) visual discrimination, (f) differentiation, (g) physical energy, (h) emotional handicap, and (i) speech.

419. GRAY, William S. "Problems of Reading Disabilities Requiring Scientific Study." 12(Apr. 1935), 96-100.
Deals with scientific research indicating that not all children learn in the same way nor at the same rate of speed and that methods of instruction should vary to fit the needs of the individual. Presents evi-

dence that often children with low IQ scores can profit from reading instruction; there is need for research in both physiological factors and emotional factors that may inhibit the learner and cause him difficulties.

420. McCREARY, Ruth V. "Meeting Individual Reading Needs." 36(May 1959), 294-297.
Lists some of the common causes of reading difficulty: (1) immaturity at the beginning stage, (2) emotional disturbances, (3) low intelligence, (4) absenteeism, (5) lack of up-to-date books, (6) faulty teaching. As a result of a remedial program to meet individual needs in Wooster, Ohio, it was found that the needs of all types of individuals were best met through a partial segregation from the regular classroom.

421. MONROE, Marion. "Remedial Treatment in Reading." 10(Apr. 1933), 95-97, 112.
States that a child's difficulty in being able to read stems from perceptual and motor difficulties inherent within the child or from environmental factors. Awareness of these difficulties and of the child's needs is the only means of remediation.

422. STAUFFER, Russell G. "Reading Retardation and Associative Learning Disabilities." 26(Mar. 1949), 150-157.
Points out three types of failures in reading due to associative learning disabilities, and gives corrective and preventive procedures.

423. WAGNER, Orren R. "What We Really Know about Reading." 27(Jan. 1950), 23-25.
Lists Robinson's summary of causes of severe reading retardation and basic principles of reading instruction.

*ii. Intelligence*

424. PATERRA, Mary Elizabeth. "A Study of Thirty-Three WISC Scattergrams of Retarded Readers." 40(Apr. 1963), 394-405.
See 372 for complete annotation.

*iii. Auditory*

425. SCHMIDT, Bernardine G. "Auditory Stimuli in the Improvement of Reading." 18(Apr. 1941), 149-154.
Reviews reasons for reading difficulties. Discusses in detail methods to use to help correct difficulties.

*iv. Handedness*

426 PHILLIPS, Albert J. "Relation of Left-Handedness to Reversals in Reading." 11(Apr. 1934), 97-98, 118.
Reveals results of five tests given to right-handed and left-handed individuals. Right-handed subjects made 757 reversal errors in comparison to 711 reversals by the left-handed subjects. Contends that left-handedness does not insure greater difficulty for the individual. Includes individual tests.

*v. Emotional*

427. BETTS, Emmett Albert. "How a Retarded Reader Feels." 34(Jan. 1957), 13-18.
Reviews the case of a disturbed and ineffective reader and maintains that all kinds of people can be emotionally disturbed. Sometimes nonreaders' or slow readers' disabilities are caused by emotional disturbances. The reading disability may be merely a symptom of the emotional disability.

428. BOUISE, Louise Metoyer. "Emotional and Personality Problems of a Group of Retarded Readers." 32(Dec. 1955), 544-548.
Reports on a study of the relationship between poor reading achievement and emotional and personality problems.

429. SCHUBERT, Delwyn G. "Understanding and Handling Reading-Personality Problems." 37(Dec. 1960), 537-539, 559.
Lists causes and symptoms of emotional disturbances, to help teachers when teaching reading.

430. WITTY, Paul A. "Reading Success and Emotional Adjustment." 27(May 1950), 281-296.
Discusses the relationship between reading problems and emotional disorders. Concludes with measures to help prevent both.

### *vi. Psychological*

431. TABARLET, B. E. "Poor Readers and Mental Health." 35(Dec. 1958), 522-525.
Lists four significant differences found between below-average readers (retarded) and others, concluding that poor mental health and reading retardation go together.

432. YOUNG, Norman, and Gaier, Eugene L. "Implications in Emotionally Caused Reading Retardation." 38(May 1951), 271-275.
Discusses causation of reading retardation, especially that emanating from personality problems. Stresses the need for social, emotional, and intellectual maturity. Calls attention to the need for building up the interest level. Also discusses physiological reasons for retardation, such as poor vision and the slower maturation of boys.

### *vii. Dyslexia*

433. PARK, George E. "Growing Up in Reading." 32(May 1955), 299-304.
Discusses causes of dyslexia and suggests a remedial program to corect this syndrome among children. Contrasts dyslexia and alexia.

434. WHEELER, Lester R. and Viola D. "Dyslexaphoria: Symptoms and Remedial Suggestions." 32(May 1955), 305-311.
Authors discuss degrees of dyslexia and outline remedial procedures.

## g. Remediation

435. CHALL, Jeanne S. "Reading Disability and the Role of the Teacher." 35(May 1958), 297-298.
Defines the teacher's role in handling reading disability cases.

436. OLIVER, Marvin E. "Diagnostic Sophistries." 44(Oct. 1967), 615-616.
Argues that development of the individual's reading strengths, an accentuation of the positive, rather than long dwelling and work on weaknesses, may provide the key which will motivate the disabled reader.

437. SCHUBERT, Delwyn G. "At Home with the Retarded Reader." 30(Feb. 1953), 94-95.
Stresses teachers' home visits for those children having reading problems, and includes a list of seven basic suggestions to follow when planning and making home visits.

## h. Research

438. BETTS, Emmett Albert. "Retardation in Reading." 14(Apr. 1937), 141-146.
Reports on limitation studies in reading retardation: definition, variation of concepts; investigative areas (psychology, physiology, and pedagogy of reading); training of investigators; research procedures. Some findings: 8-15 percent of intermediate grade students are retarded in reading; 60-80 percent of retarded readers are boys; most reading difficulties can be prevented; all elementary and high school students can profit from systematic instruction in reading.

439. DELACATO, Janice F. and Carl H. "A Group Approach to Remedial Reading." 29(Mar. 1952), 142-149.
Reports a study by three teachers of eleven boys in need of remedial reading instruction. Indicates that such pupils improve academically and socially when worked with as a group.

440. EMANS, Robert. "Seven Steps of Better Reading." 45(Apr. 1968), 492-494, 499.
See 229 for complete annotation.

441. LAFFEY, Rose. "A Program in Remedial Reading." 27(Apr. 1950), 230-239.
See 389 for complete annotation.

442. NEWMAN, John G. "A Study of a Reading Improvement Program in the Junior High School." 43(Apr. 1966), 383-385.
Study results indicate significant value of developmental reading program. Suggests further necessary research.

### i. Case Studies

443. BRABANT, Margaret. "Analysis of the Reading of a Child of Seven Years." 1(Nov. 1924), 215-216, 233.
Discusses the writer's discovery of a girl whose reading problems stemmed from her use of her exceptional memory rather than her ability to comprehend material read. Author's work with her during a summer resulted in the girl's ability to read for understanding and better vocabulary, but remedial work did not continue in the child's subsequent school year.

444. NOLTE, Karl F. "The Case Record of Jerry, a Nonreader." 21(Feb. 1944), 66-70.
Describes case study of a child from kindergarten through sixth grade. Series of diagnostic tests and remediation were used to keep the child on grade level.

445. STULLKEN, Edward H. "Retardation in Reading and the Problem Boy in School." 14(May 1937), 179-182.
Gives a detailed report of retarded readers and problem boys sent to Montefiore Special School, Chicago.

446. WOHLGEMUTH, Alma. "A Success Story." 30(Jan. 1953), 22-26.
Explains the work of a remedial reading teacher dealing with "George," a student who experienced two grade failures and the inability to read; tells how the teacher helped him gain the confidence to help himself.

### j. Underachiever

447. MINGOIA, Edwin M. "Possible Causes of Underachievement in Reading." 39(Mar. 1962), 220-223.
Defines underachievement and reports on three studies probing the cause of underachievement in reading.

448. OVERBECK, Thelma. "A Special Help Primary Reading Experience." 45(Mar. 1968), 334-336, 341.
Presents a model program designed to help underachievers in reading at the primary level and describes the evaluation and teaching materials.

## 16. Reading and the Intellectually Handicapped

449. FLEGGE, Thorleif G. "Remedial Approaches to Reading Difficulties in the Mentally Handicapped." 15(Dec. 1938), 293-296.
Suggests that mentally handicapped children can be taught to read in an extended remedial classroom situation which, through allowances for individual differences, uses an informal approach to the teaching of reading.

450. LESNIK, JEAN M. "Problems in Developing a Reading Program for Retarded Educables." 42(Mar. 1965), 249-253.
Discusses how one teacher handled the reading problems of the culturally deprived children in her class of nine- to twelve-year-olds in Philadelphia.

451. SAWYER, Richard P. "Helping the Slow Learner in the Elementary School." 36(Nov. 1959), 487-490.
Provides concrete ideas and methods to help slow learners.

452. SCHMIDT, Bernardine G. "Reading Habits and Interests of Mentally Retarded Girls." 19(Dec. 1942), 273-281.
Reports a program conducted with 116 mentally retarded girls aged 13-18. Changing the life pattern of the girls through enrichment of experiences brought about human beings who were sociable as well as beneficial and acceptable to society.

## 17. Reading and the Gifted

453. BARBE, Walter B. "Problems in Reading Encountered by Gifted Children." 33(May 1956), 274-278.
Indicates four major factors which contribute to the reading problems of the gifted: too-easy materials, memorization, verbalization, and little words.

454. COHAN, Mayme. "Two and a Half and Reading." 38(Nov. 1961), 506-508, 517.
See 208 for complete annotation.

455. MAYNE, Lucille. "An Individual Study of the Reading Acceleration of Two Kindergarten Children." 40(Apr. 1963), 406-408, 442.

Reports a case study of two gifted children who went directly from kindergarten to second grade after identification as early readers with high IQs and an enriched kindergarten program.

456. SABAROFF, Rose E. "Challenges in Reading for the Gifted." 42(Apr. 1965), 393-400, 402.

Describes the attitudes toward learning and the kinds of learning activities preferred by gifted children. They prefer to discover principles rather than to be told; when they can see the value of drill, they will engage in it. A good reading program suited to their needs includes (1) basic reading skills (mechanics of word analysis, comprehension and critical reading, reference skills); (2) skill in reading for information in content fields; (3) recreational reading and being read to; (4) corrective work. The teacher must analyze the skills and teaching outcomes desired in order to use materials intelligently.

457. STRANG, Ruth. "Reading Development of Gifted Children." 31(Jan. 1954), 35-40.

Briefly covers the reading progress of gifted children, touching the following points: (1) initial contact, (2) methods, (3) material, (4) time involved, (5) reaction, (6) acquisition of reading matter, (7) habits, and (8) suggestions for teachers.

## 18. Research in Reading Achievement

458. AARON, Ira E.; Callaway, Byron; Hicks, Randall; and Simpson, Hazel D. "Reading Achievement in a Summer Reading Program." 44(Dec. 1967), 875-877, 882.

Results obtained from a program for primary children involving 5,678 first, second, and third graders seem to say that statements made by poor readers about their interests in reading and other factors are of limited value in predicting achievement in reading.

459. ANASTASIOW, Nicholas J. "A Comparison of Two Approaches in Ungrading Reading Instruction." 45 (Apr. 1968), 495-499.

See 143 for complete annotation.

460. BALOW, Irving H. "A Longitudinal Evaluation of Reading Achievement in Small Classes." 46(Feb. 1969), 184-187.

See 145 for complete annotation.

461. BOND, Guy L. "First-Grade Reading Studies: An Overview." 43(May 1966), 464-470.

Discusses the purpose and scope of the 27 First-Grade Reading Studies sponsored by the United States Office of Education in the mid-1960s.

462. DELLA-PIANA, Gabriel; Stahmann, Robert F., and Allen, John E. "Parents and Reading Achievement: A Review of Research." 45(Feb. 1968), 190-200.

Findings grouped under cultural significance, environmental influence, mother-child interaction, and reading readiness.

463. FELDMANN, Shirley C. "A Study in Depth of First-Grade Reading." 43(Oct. 1966), 573-576.

Describes a study to investigate effects of teacher variables on first grade reading achievement. Concludes that teacher competence has a positive relation to reading achievement.

464. HAMPLEMAN, Richard S. "A Study of the Comparative Reading Achievements of Early and Late School Starters." 36(May 1959), 331-334.

Relates results of the comparative study. Mere early or late start in learning to read is insignificant unless correlated with findings of intelligence tests.

465. HATCH, Shirley, and Sheldon, William D. "Strengths and Weaknesses in Reading of a Group of Fourth Grade Children." 27(Apr. 1950), 254-260.

Presents an analysis of a study made in New York State involving fourth grade

readers. The purpose was to identify some of the strengths and weaknesses of both good and poor readers and, if possible, the cause or remedy for some of the difficulties.

466. HATCH, Shirley, and Sheldon, William D. "Strengths and Weaknesses in Reading of a Group of Sixth Grade Children." 28(Feb. 1951), 86-93.

Reviews the strengths and weaknesses of sixth graders in reading as reflected in a study of 64 students. Cites reading rate as a major factor in reading difficulties and sees more weaknesses than strengths in reading abilities of these students.

467. MILLER, Helen Rand. "Top Flight and Pedestrian Readers." 34(Feb. 1957), 72-74.

Compares slow and fast readers to pedestrians and those who fly. Also poses the problem of how to teach different reading methods for different purposes.

468. MILLER, Vera V., and Lanten, Wendell C. "Reading Achievement of School Children—Then and Now." 33(Feb. 1956), 91-97.

Reports a comparative study which showed that students in Evanston, Illinois, public schools in 1952 were stronger in reading comprehension and word power than Evanston students in 1932.

469. SCHUBERT, Delwyn G. "Comparison between Best and Poorest Classroom Readers." 33(Mar. 1956), 161-162.

Compares good readers to poor readers on 12 points; sex, acceleration, retention, speech defects, second language, language of family, physical and emotional maturity, stability of the home, desire to read, child's behavior, left-handedness.

## 19. Research Methodology

470. ASHER, J. William. "Comment on 'A Comparison of i/t/a and T.O. Reading Achievement When Methodology Is Controlled.'" 45(Apr. 1968), 452-457, 484.

Deplores the publishing of poorly conducted research. Strongly criticizes Mazurkiewicz's study and questions the erroneous conclusions drawn from it due to mistakes in matching subjects from intact groups and in statistics.

471. DOLCH, E. W. "School Research in Reading." 33(Feb. 1956), 76-80.

Suggests minimal guidelines for assuring valid research in reading.

472. HANSEN, Harlan S. "The Impact of the Home Literary Environment on Reading Attitude." 46(Jan. 1969), 17-24.

Discusses the shortcomings of research studies which attempted to relate socioeconomic class to reading achievement level. Describes a study which found that the home literary environment and the child's IQ play a significant role in explaining variance in reading test achievement, but that only the home literary environment is a valid predictor of reading attitude.

## 20. Linguistics and Reading

473. BARATZ, Joan C. "Linguistic and Cultural Factors in Teaching Reading to Ghetto Children." 46(Feb. 1969), 199-203.

See 78 for complete annotation.

474. BETTS, Emmett Albert. "Structure in the Reading Program." 42(Mar. 1965), 238-242.

Contends that reading instruction rests on two foundations, linguistics and psychology. Linguists refer to two levels of structure—phonemic and grammatical—and have identified four signals to the meaning of language structure: (1) the position of a word in a sentence signals a part of speech; (2) grammatical inflection signals a part of speech; (3) function words that have no referential meaning (*the, very*) signal grammatical structure; (4) intonation signals grammatical structure. Two plans for differentiating instruction are used—individualized and group reading.

475. BLOOMFIELD, Leonard. "Linguistics and Reading." (1) 19(Apr. 1942), 125-130; (2) 19(May 1942), 183-186.

Phonics or sight reading is the issue in the first article. Contends that responding vocally to individual letters rather than whole words should form a basis in reading. Discusses three main types of writing: (1) picture writing, (2) word writing, and (3) alphabetic writing. The second article explains the system of teaching reading known as the linguistic approach. Steps in the process include letter recognition, left to right scanning, and learning two- and three-letter words, double consonants, semi-irregular spellings, and irregularly spelled words.

476. BLUMENFELD, Jacob, and Miller, Gerald R. "Improving Reading through Teaching Grammatical Constraints." 43(Nov. 1966), 752-755.
Describes a research project designed to learn what it was grammatically that A English students knew and poor students did not.

477. CRESWELL, Thomas J., and McDavid, Virginia. "Linguistics and the Teaching of Reading." 40(Jan. 1963), 93-96.
Describes Leonard Bloomfield's plan for beginning reading, which involves rigid control of sound and letter correlation; the aim is to produce habitual response to symbols and groups of symbols in various contexts.

478. DAVIS, David C. "Phonemic Structural Approach to Initial Reading Instruction." 41(Mar. 1964), 218-223.
Discusses the linguistic approach to reading based on the Bloomfield method and other programs. Views reading as a process of decoding a particular writing system into language. Explains a study conducted at the University of Wisconsin where students were exposed to linguistics instruction as well as the basal reader program.

479. GOODMAN, Kenneth S. "A Communicative Theory of the Reading Curriculum." 40(Mar. 1963), 290-298.
Presents a theory for a reading curriculum based on the actual structure of the language, structural linguistics. Feels that a knowledge of how language communicates thoughts is necessary for good reading, but such knowledge is fragmentary.

480. JONES, Daisy M. "The Implications of Linguistics for the Teaching of Reading." 46(Feb. 1969), 176-183.
Defines structural and historical or geographical linguistics in relation to teaching language arts and urges teachers to understand linguistics in order to teach word and sentence meaning.

481. LEFEVRE, Carl A. "A Longer Look at *Let's Read.*" 41(Mar. 1964), 199-203, 261.
Describes the Bloomfield method of teaching reading, pointing out the shortcomings. Contends that a reading method must take into account all that is known about the structure of the American language including intonation, syntax, word structure, and word-form changes.

482. LEFEVRE, Carl A. "The Simplistic Standard Word-Perception Theory of Reading." 45(Mar. 1968), 349-353, 355.
Criticizes the standard word-perception theory of reading and provides a psycholinguistic alternative: "The sentence is the basic meaning-bearing unit in reading, not the word." Proposes some methods to prepare the child for successful sentence reading.

483. PIVAL, Jean G. "Stress, Pitch, and Juncture: Tools in the Diagnosis and Treatment of Reading Ills." 45(Apr. 1968), 458-463, 467.
See 269 for complete annotation.

484. PIVAL, Jean G., and Faust, George. "Toward Improved Reading Instruction: A Discussion of Variation in Pronunciation Linked with Stress." 42(Dec. 1965), 861-865.
Points out that the movable stress pattern of English gives structure words more than one pronunciation. Uses examples of words and phrases that are commonly found in elementary readers. Investigation shows that elementary series now most widely used are linguistically unsatisfactory. Calls for, in the

future, combining familiar structural patterns of the spoken language with natural pronunciation in reading pedagogy and material, in an effort to improve reading instruction.

485. RYSTROM, Richard. "Whole Word and Phonics Methods and Current Linguistic Findings." 42(Mar. 1965), 265-268.
Presents criticisms of two methods of teaching reading and offers suggestions for correction of faults.

486. SEBESTA, Sam Leaton. "My Son, the Linguist and Reader." 45(Feb. 1968), 233-235, 242.
Criticizes the teaching of reading as simply decoding the sound-letter relationship. Strongly urges the teaching of reading for meaning.

487. STEVENS, Martin. "Intonation in the Teaching of Reading." 42(Mar. 1965), 231-237.
Describes approaches to reading instruction—the segmented approach and the intonational approach. The segmented approach is similar to phonics yet it disagrees with some of the practices advocated by phonics experts; the intonational approach takes its base in the suprasegmental phonemes which are represented by four degrees of loudness, four degrees of pitch, and four degrees of juncture (pitch-pauses). Feels that the second method "promises some new and productive methods" and that children should start to read material which resembles spoken English.

488. TIEDT, Iris M. and Sidney W. "A Linguistic Library for Students." 45 (Jan. 1968), 38-40.
A briefly annotated bibliography.

489. VEATCH, Jeannette. "Linguistic Instruction in the Teaching of Reading: Kill or Cure?" 39(Mar. 1962), 231-233, 243.
Replies to an article by John Dawkins in the Oct. 1961 issue. Feels that children will learn to read by means of their own words. Three linguistic principles may be used with reading: (1) spoken language is prior to all written language; (2) sentences make words rather than words making sentences; (3) the alphabetic principle takes advantage of the regularity and dependability of letter sounds in words.

490. WHITE, Evelyn Mae. "Teaching 'Discovery Linguistics.'" 45(Mar. 1968), 342-345, 348.
Outlines steps in the discovery method and the corresponding materials used in teaching linguistic principles, and suggests combining this approach with phonics in teaching reading.

## 21. Children's Interests

### a. General Motivation

491. BALCH, Adela L. "What Constitutes Good Reading?" 4(Oct. 1927), 234-235, 244.
Suggests ways and means of handling basic problems in developing students' interest in reading. Sees basic problems as (1) determining the reading interests of the student; (2) broadening the interests of the student; and (3) developing an ability in the student to evaluate what he has read. Presents methods of approaching reading with each of five general classes of readers.

492. BAMBERGER, Florence E. "The Correct Evaluation of Children's Interests." 8(May 1931), 106.
Believes in using children's interests as a starting point in reading activities. The goal in reading should represent varied reading interests in keeping with the highly complex modern age.

493. BENNETT, Esther Holt. "Reading Enrichment." 36(Dec. 1959), 559.
See 146 for complete annotation.

494. BLAISDELL, Thomas C. "Let the Child Read." 7(Jan. 1930), 3-5.
Discusses importance of developing in children a desire to read. Teachers must show enthusiasm for reading. Classroom libraries should make books easily accessible to pupils. Interest should be the dominant element in developing a love for reading.

495. CLARK, Rea. "When Children Praise a Book." 36(May 1959), 311-313.
Discusses the need for children to read books critically and to exchange ideas freely.

496. FJELDSTED, Lillian W. "Broadening Reading Interest through Creative Expression." 35(Oct. 1958), 391-394.
See 35 for complete annotation.

497. GISE, Benjamin. "Stimulating Children's Growth in Reading." 35(Dec. 1958), 529-532.
See 310 for complete annotation.

498. GRAY, William S. "Growth of Interest and Appreciation in Reading." 17(Apr. 1940), 139-143.
Discusses the importance of children's interest and appreciation in reading. Since 1900 several developments have influenced books: (1) child study movement; (2) increase in attractiveness, readability, and quality of books; and (3) development of the writing profession.

499. GUILFOILE, Elizabeth. "Developing the Reading Interests of Children." 20(Nov. 1943), 279-286.
Reports the work of a committee in Cincinnati which explored aspects of children's literature: individual appeal of materials, contrasts in age levels and interest levels, relation of reading to school interests, need for materials and guidance, and involvement of parents in study of children's books.

500. JENSEN, Amy Elizabeth. "Attracting Children to Books." 33(Oct. 1956), 332-339.
Presents several ways to attract children to books. Includes a list of various sources of children's books, suggestions on getting children to share books, and desirable outcomes of a wide reading program.

501. JOSEPH, Francis. "Guidance through Books." 46(Feb. 1969), 147-150.
Promotes the use of bibliotherapy in the classroom; emphasizes the importance of selecting books and guiding children's reading according to their interests and needs.

502. PRITCHETT, Ada Anthis. "Aliveness —Then Retention." 38(Dec. 1961), 581-583.
Describes one teacher's method of securing retainable reading interest over a period of time.

503. ROBERT, E. B. "Developing Permanent Reading Interest in Children." 26(Oct. 1949), 329-331.
Lists points in developing reading interests. Includes a test for the teacher.

504. RYAN, Mary Tuohy. "Friday Afternoon Reading Fun." 22(Jan. 1945), 27-28, 33.
Reports an experience which approached a nearly ideal reading hour built on children's interests, without compulsion or driving, but characterized by unobtrusive directing and planning by the teacher.

505. SHANKMAN, Florence V. "Developing Permanent Reading Interests in Children." 11(Apr. 1963), 411-414.
Recommends that reading materials revolve around students' interests and that the teacher further stimulate interests through using educational media.

506. SMITH, Dora V. "Stimulating Interests and Appreciation through Reading." 17(May 1940), 171-175, 182.
States four standards by which to judge the success of a reading program. The main goal in reading is to find joy in books.

507. STAUFFER, R. Nance. "The ABC's of Enjoyment of Reading." 23(Jan. 1946), 38-39.
Emphasizes the importance of forming good reading attitudes and practices in young children. Points out what can be appealing to children in books to stimulate their reading.

508. STRANG, Ruth. "Interest as a Dynamic Force in the Improvement of Reading." 34(Mar. 1957), 170-176.
Discusses four aspects of the effect of interest as a motivating force to read.

**b. Primary**

509. ARKLEY, Rose. "Independent Read-

ing for First Grades: A Listing." 46(Apr. 1969), 444-465.
Contends that books cannot be arbitrarily chosen from a list according to the readability level. Stresses the importance of developing interest in reading, providing for discussions about reading, and fostering and evaluating reading habits. Includes a twenty-page annotated bibliography.

510. GUNDERSON, Agnes. "When Books Come to Life." 8(Oct. 1931), 188-193.
Describes motivational practices for second grade reading.

511. ROGERS, Helen, and Robinson, H. Alan. "Reading Interests of First Graders." 40(Nov. 1963), 707-711.
Reports a study on the reading interests of first graders. Results: (1) children enjoy that which is familiar; (2) girls and boys have different reading interests; and (3) good and poor readers have many of the same interests.

512. VON STEIN, Lucy W. "Fun with Reading in the Third Grade." 30(Jan. 1953), 27-30.
Shows a multitude of ways to use reading as a source of entertainment, encouragement, and enlightenment for third graders.

### c. Intermediate

513. GATES, Arthur I. "Intelligence and Artistry in Teaching Reading." 17(Apr. 1940), 133-138, 162.
States reasons why only half the children in grades 4-6 do not read anything but what is required in school: (1) the school has not introduced them to appropriate material; (2) the school has not managed its reading instruction and activities well.

514. HATCH, Alice K. "What Fifth and Sixth Grade Children Read." 2(Oct. 1925), 284-285.
Describes how motivation can be stimulated within a child if he reads books that he likes, whether they serve as substitutes for real experience or not.

515. HOROWITZ, Tillie. "Into the World of Books." 35(May 1958), 314-316.
Describes a project to motivate middle grade children to read more widely.

516. MASTER, Helen E. "Fiction in the Later Elementary Grades." 12(Oct. 1935), 178-184.
Reports that the interest of the later elementary child in reading lies between fairy tales and realistic stories. Discusses many books for nine-, ten-, and eleven-year-olds in categories of myths, fantastic stories, semi-adventure, animal stories, and realistic stories with historical and geographical background.

517. NIMS, Mary Claire. "Tommy Begins to Enjoy Reading." 37(Apr. 1960), 236-237.
Reports on a fourth grade boy who read only the required class work, was not interested in reading, and was below fourth grade reading level. He did not show interest in the library class, nor did he check out library books. Describes the way he began to read on his own.

518. PAYNE, Anna. "An Enriched Course in Reading for Grade Six." (1) 12(Dec. 1935), 268-270; (2) 13 (Jan. 1936), 25-28.
Part 1 advocates testing child at beginning of sixth grade by giving Stanford Achievement Test and Gates Silent Reading Test, then strengthening the child's deficiencies. Part 2 deals with a second objective in the reading program, the development of appreciation. Discusses methods of arousing a child's interest and the ethical benefits of good literature. Includes a specific reading program based on the Middle Ages including a suggested book list and other activities for enrichment.

519. SHORES, J. Harlan. "Reading Interests and Informational Needs of Children in Grades Four to Eight." 31(Dec. 1954), 493-500.
Surveys the reading interests of pupils in the grade school and compares these with the interests of adults.

### d. Research

520. ARBUTHNOT, May Hill. "To Read or Not to Read." 24(May 1947), 310-321.

Surveys the peculiar reading tastes of age groups and discusses the types of books which can compete with television.

521. GEISER, Cynthia. "Needed—A Guide to Books." 37(May 1960), 296-301.
Describes several projects of the University of Hawaii elementary school which encouraged children to read. One involved reading books on a list of 100 best books for children published by *McCall's* magazine in November 1956; another, reading Caldecott and Newbery Award-winning books; and another, doing more diversified reading. As rewards for reaching quotas, children had their names placed on honor rolls and were given bookmarks. Complementary activity included making oral and written reviews and designing book covers.

522. SCHOONOVER, Ruth C. "The Great Adventure." 14(Dec. 1937), 279-283.
Cites observations and studies and concludes that reading, the great adventure, is a natural interest. By providing psychologically sound incentives, it is possible to insure practically a 100 percent participation in an extensive reading program. Pupil endorsement of books should be given consideration.

523. SEEGERS, J. Conrad. "A Study of Children's Reading." 13(Nov. 1936), 251-254.
Gives conclusive results of a study made on uncontrolled reading. Shows that age level, IQ, and sex were factors in selecting reading materials. Science and biographical materials were read more by boys, while mystery and adventure were read more by girls. A greater variety of books was read by both sexes with higher IQs.

524. SMITH, Nila Banton. "Some Effects of Reading on Children." 25(May 1948), 271-278.
Tells of an inventory taken among children to determine the kinds of literature children prefer and if their choice of literature had anything to do with their attitude toward reading.

### e. Miscellaneous

525. THOMPSON, Mildred E. "Why Not Try Self-Selection?" 33(Dec. 1956), 486-490.
Describes the success of self-selection of reading materials at the seventh grade level. Procedures were left to the individual teacher, but results created a high interest in reading.

## 22. Changing Attitudes and Opinions through Reading

526. DAWSON, Mildred A. "Children Learn as They Read." 36(Nov. 1959), 475-477.
Shows the development of a beginning reader and the effect books have on him as a person.

527. FAGERLIE, Anna M. "Pupils, Problems, and Books." 38(Oct. 1961), 406-407.
Gives examples of specific books which can be used to explain or smooth out problems of first grade children. The manner in which the problem in the book was solved enables the child to see his own difficulties from a wholesome point of view.

528. FAUST, Helen F. "Books as an Aid in Preventing Dropouts." 46(Feb. 1969), 191-198.
Suggests a bibliotherapeutic approach be implemented in order to help children develop and stay in school. Includes abstracts of children's books which can foster aspiration through identification.

529. HEATON, Margaret M. "Reading to Understand Human Differences." 27(Feb. 1950), 82-83.
Stresses the fact that children learn from their own experiences, neighbors and relatives, and peers. Teachers wishing to understand a child should find ways to see how a child views his environment. Books can serve as a useful tool in stimulating dicussions, developing friendly attitudes toward people who are "different," stimulating explorations of the outside community, and

extending understandings of people with different backgrounds.

530. LORETTO, Sister M. Francis, S.S.J. "Developing Spiritual Values in Children." 24(Oct. 1947), 388-395.
Tells teachers to help pupils formulate good moral principles by discussing ideal characteristics in the "right" books. Includes a book list.

531. MANLEY, Dorothy Shepard. "Improving Racial Attitudes through Children's Books." 21(Nov. 1944), 267-269.
Discusses improving children's cultural attitudes through reading and notes the lack of good books on harmonious interethnic relations.

532. SARTLEY, Helen R. "Children's Books for Democratic Survival." 22(Mar. 1945), 77-80, 93.
Recommends use of reading materials for development of tolerance, concern for others, and other democratic ideals.

533. SMITH, Nila Banton. "The Personal and Social Values of Reading." 25(Dec. 1948), 490-500.
Presents research bearing on the personal and social values acquired by young people and adults through reading. Draws five conclusions from the data.

534. STAUFFER, R. Nance. "The ABC's of Enjoyment of Reading." 23(Jan. 1946), 38-39.
See 507 for complete annotation.

535. WARTENBERG, Hazel M. "How Come Johnny Can Read?" 43(Apr. 1966), 365-369.
Describes readers who can read and read well, in an area undergoing rapid social change. Points out some of the values these children hold that may influence their attitudes and drives.

536. WITTY, Paul A. "Promoting Growth and Development through Reading." 27(Dec. 1950), 493-500, 556.
Discusses the relationship between the reading being taught and the influence the content has on child behavior and attitude.

537. WOLFSON, Bernice J. "Reading about Emotions in the Primary Classroom." 31(Mar. 1954), 146-149.
Describes the values discovered in having three stories read aloud to a third grade class with the idea of having the children share in the experiences of being shy or afraid: (1) children tend to identify with the main character; (2) children become aware of others experiencing the same emotions; (3) an understanding teacher can help children to accept their feelings.

## 23. Changing Attitudes and Opinions about Reading

538. ELLER, William, and Dykstra, Robert. "Persuasion and Personality: Readers' Predispositions as a Factor in Critical Reading." 36(Mar. 1959), 191-197, 202.
See 336 for complete annotation.

539. FLOYD, William D. "My Son Is Learning to Read!" 36(Dec. 1959), 571-572.
See 209 for complete annotation.

540. HEALY, Ann Kirtland. "Changing Children's Attitudes toward Reading." 40(Mar. 1953), 255-257, 279.
Reports on a project in which children's reading attitudes were to be changed; students' freedom in choosing groups and materials improved their attitudes.

541. HEALY, Ann Kirtland. "Effects of Changing Children's Attitudes toward Reading." 42(Mar. 1965), 269-272.
Investigates possible methods to be used to change a child's attitude toward reading.

542. SEHM, Marjorie Scott. "Out of the Fire of the Gods." 40(Mar. 1963), 237-241, 272.
Gives an account of how a mother proves to her daughter that reading can be fun. This was done not by much reading but by reviewing all the basic structures involved and creating an awareness of how reading can be practical.

543. SUTTER, Betty. "I Hate Reading." 24(Mar. 1947), 163-170.
Lists comments by fourteen-year-olds who can't read on how they feel and why they hate reading. These comments were read by other children with the same problems, who were helped when they discovered other students felt as they did.

544. WHEELER, Lester R. "The Child Who Dislikes Reading: Causes and Remedial Suggestions." 23(Oct. 1946), 267-271, 275.
Describes specific difficulties which might cause an aversion to reading. Includes reasons for disliking reading and suggestions for remedial work.

## 24. Elective Reading

### a. General

545. FRENCH, OPAL. "Guided Free Reading in the Classroom." 24(Jan. 1947), 25-31.
Suggests a method of "organized" free reading that would stimulate slow, average, and excellent readers in seventh and eighth grades. Believes it necessary to guide the child's choice in reading, so that the choice grows better: reading groups named for days of the week meet with the teacher; each individual reports his book to the group; the group prepares a written report.

### b. Comics

546. LEWIS, Norman. "What About the Child Who Doesn't Like to Read?" 19(Oct. 1942), 209-210.
Finds that the interests of children revealed in comics and magazines can be used by the teacher as a guide. A librarian and a well-informed teacher can find books to carry these interests further in better literature at various reading levels.

547. ROGERS, Orville C. "Let's Make Reading Fun." 29(Feb. 1952), 99, 108.
Discusses the danger of comic books and what can be done about it.

548. SLOVER, Vera. "Comic Books vs. Story Books." 36(May 1958), 319-322.
Deals with the results of a questionnaire which attempted to find out the reading interests of primary children.

549. WITTY, Paul A., and Sizemore, Robert A. "Reading the Comics: A Summary and an Evaluation." (1) 31 (Dec. 1954), 501-506; (2) 32(Jan. 1955), 43-49; (3) 32(Feb. 1955), 109-114.
Surveys studies on the development, popularity, and influence of comic books. Discusses research on two questions regarding comics: (1) Why are they popular? and (2) What are their undesirable features? Cites findings of relationship between reading of comic books and juvenile delinquency. Tends to be unrelated to marks in school. Gives bibliography for guidance in children's reading.

## 25. Instructional Materials

### a. General

550. BARBE, Walter B. "State Department Curriculum Guides in Reading." 34(Dec. 1957), 546-547.
Determines types of reading materials (curriculum) provided for elementary teachers by state departments of education.

551. FRAME, Norman. "The Availability of Reading Materials for Teachers and Pupils at the Primary Level." 41(Mar. 1964), 224-229.
Discusses the importance of keeping teachers aware of research and writing in the educational field. Includes the importance of providing children with different kinds of written material. Tells the outcomes of a study conducted on those issues.

552. IDE, Alice M., and Oberg, Walda. "The Content of Present Day School Readers." 8(Mar. 1931), 64-68.
Shows that the content of present-day reading material more nearly measures up to the child's interests and present-day reading objectives than that of the past.

553. KIBBE, Delia E. "Duplicate Materials in Elementary Readers." 4(Feb. 1927), 35-41.
Compiles a list of duplicate materials found in elementary readers (grades 3-8) with a cross-reference by subject and grade.

554. LEWERENZ, Alfred S. "Selection of Reading Materials by Pupil Ability and Interest." 16(Apr. 1939), 151-156.
Describes the author's strong feelings that children must be considered when teachers select reading materials. In considering the child, one must think of his expected reading level, his actual reading level, and his interests. Presents procedures for selection of books for classroom use.

555. MURPHY, George E. "Reading Materials—1948." 25(Dec. 1948), 469-477.
Emphasizes doing, thinking, speaking, and listening, rather than simply reading, as being basic to language development. Lists many books, articles, and magazines.

556. RUSSELL, David H., and Wulfing, Gretchen. "Supplementary Materials in the First Grade Reading Program." 28(Oct. 1951), 347-349, 371.
Reviews a preliminary study of the appropriate time to introduce supplementary reading materials (to be used in association with a basal reading series) to first-grade children: (1) after they finish the preprimer, (2) after they finish the primer, and (3) after they finish half the first reader. The teachers involved in the study concluded that the timing of introduction of supplementary reading materials will vary and depends on the learning ability of the children concerned.

557. SEEDS, Nellie M. "Proving Grounds for Elementary Reading Reforms." 17(Dec. 1940), 307-310.
Maintains that reading materials should be changed so that they are more closely associated with children's interests. Though cost is a factor, with improved materials children will build a strong interest which will continue through the years. Author also describes a WPA reading laboratory.

558. WHIPPLE, Gertrude. "Book Kits for Basic Reading." 21(Oct. 1944), 215-217, 223.
Suggests a plan for circulating and distributing supplementary reading materials as tried in Detroit.

### b. ITA

559. ASHER, J. William. "Comment on 'A Comparison of i/t/a and T.O. Reading Achievement When Methodology Is Controlled.'" 45(Apr. 1968), 452-457, 484.
See 470 for complete annotation.

560. BLOCK, J. R. "A Reply to Downing's 'Can i.t.a. Be Improved?'" 45(May 1968), 631-634, 647.
Criticizes Dr. Downing's research, conclusions, and his suggestions to change the i.t.a. characters (see entry below). Recommends research dealing with instructional problems rather than character modification which is burdened with legal problems involving copyright laws.

561. DOWNING, John. "Alternative Teaching Methods in i.t.a." 45(Nov. 1968), 942-951.
Examines four contrasting methods of teaching i.t.a.: (1) transliterated traditional orthographic basal readers, (2) language experience and individualized reading approaches, (3) i.t.a. creativity-discovery approach, and (4) i.t.a. formal expository approach.

562. DOWNING, John. "Can i.t.a. Be Improved?" 44(Dec. 1967), 849-855.
Gives affirmative answers to the question, Is it within the bounds of possibility that a writing system better than i.t.a. can be produced? But on the question, Is it permissible to change the conventions of i.t.a. as presently constituted?, indicates that there is considerable doubt because the whole situation is now befogged by copyright controversies.

563. DOWNING, John. "Current Misconceptions about i.t.a." 42(May 1965), 492-501.
Identifies and attempts to dispel current "misconceptions" about i.t.a., Initial Teaching Alphabet, invented by Sir James Pitman, Offers his own arguments on i.t.a., a system of spelling English using 44 symbols instead of 26, intended to help beginners learn to read and spell more easily and better. It is not a phonetic alphabet nor does it employ an artificial phonetic alphabet. It is not an absolutely regular code for phonemes. It is not the ultimate in simplification. It is not concerned with spelling reform. It is not intended to teach children to read at an earlier age. It is not a method of instruction as, for example, look-say phonetic, eclectic, or language-experience. Its copyright is not restricted. There is no lack of materials employing i.t.a. orthography. It is not a panacea for reading instruction. Experiments with i.t.a. are serving to focus attention on reading and spelling as language learning.

564. DOWNING, John. "How i.t.a. Began." 44(Jan. 1967), 40-46.
Presents the beginning of the Initial Teaching Alphabet and the beginning of i.t.a. research. Explains the design and method of the original British i.t.a. reading experiment and discusses the current position of the experiment.

565. ENSTROM, E. A. "Wanted: Unbiased Answers." 44(Jan. 1967), 47-49, 52.
Presents sixteen questions concerning i.t.a.: (1) Has i.t.a. been given more publicity than is warranted? (2) Will it really eliminate the current number of reading failures? (3) Are the gains made with i.t.a. permanent or temporary? (4) How easily can children really move to conventional reading and writing? (5) How difficult will learning conventional spelling be? (6) How much actual, true, published research supports i.t.a.? (7) Are there less confusing ways of reaching similar goals? (8) Will there be more handwriting failures? (9) What provisions are made for individual differences? (10) Will i.t.a. develop "word callers"? (11) What will be the effect on children of highly mobile families? (12) Will preschool readers be switched to i.t.a. when they don't need it? (13) How will i.t.a. affect the library habit in preschoolers? (14) How will conventional reading material be used? (15) How will the average teacher perform? (16) Are there undesirable side effects from i.t.a.?

566. FRY, Edward B. "Comparing the Diacritical Marking System, ITA, and a Basal Reading Series." 43(Oct. 1966), 607-611.
Describes a study of 21 first grades, comparing the uses of a Diacritical Marking System, the Initial Teaching Alphabet, and a regular basal reading series. Conclusion: no significant differences in silent reading ability among the methods.

567. FRY, Edward B. "A Diacritical Marking System to Aid Beginning Reading Instruction." 41(May 1964), 526-529, 537.
Gives valid reasons for setting up a system of adding diacritical (made) marks for the purpose of regularizing the phoneme-grapheme relationships for beginning reading instruction.

568. NILSEN, Don. "Is i.t.a. Phonemic?" 43(Apr. 1966), 381, 382.
Gives examples showing that i.t.a. is not strictly phonemic. The i.t.a. is, from the very beginning, a compromise. It is planned so that the child who has mastered the principles of reading can make a quick and easy transfer to traditional orthography. Even to the author, who is critical of the i.t.a. phonemization, this seems to be an end which justifies the means.

569. OHANIAN, Vera. "Control Populations in i.t.a. Experiments." 43(Apr. 1966), 373-380.
Maintains that the analysis of the i.t.a. materials prepared by Mazurkiewicz and Tanyzer reveals factors other than orthography, any one of which alone or in combination can contribute to the success of i.t.a.

570. OHANIAN, Vera. "i.t.a. Misunderstood." 45(May 1968), 627-630.

Reports on the i.t.a. controversy as reflected in American *Early-to-Read* and the British *Janet and John*. Defends Tanyzer's and Mazurkiewicz's approach in *Early-to-Read*.

571. PAXSON, Wayne M. "Wanted: Unbiased Questions!" 44(Nov. 1967), 748.
Charges that biased questions were raised by an opponent of the i.t.a. approach to teaching reading ("Wanted: Unbiased Answers," by E. A. Enstrom, above in this section).

**c. Basals**

572. BENJAMIN, Dayton, and Burton, Alice. "The Basal Reader in the First Grade." 32(Apr. 1955), 237-239.
Discusses the purpose of basal readers in first grade and teachers' attitudes toward them.

573. BETTS, Emmett Albert. "Developing Basic Reading Abilities." 20(Dec. 1943), 312-320.
Describes two approaches to teaching of reading: (1) basal readers, (2) supplementary daily reading experiences.

574. BONEY, C. Dewitt. "Basal Readers." 15(Apr. 1938), 133-137.
Presents arguments against using basal readers in upper grades.

575. BRIGGS, Elizabeth D. "Readers and Primers in Library Children's Rooms." 5(Nov. 1928), 267-268.
Reports committee finds from a study of readers and primers for the purpose of compiling a list of books for a children's room in a library. Subjects included folklore, fairy stories, poetry, riddles, nature stories, animal stories, and informational stories.

576. BYINGTON, Jean Gregory, and Powys, Alyse Gregory. "An Inside Story of the McGuffey Readers." 40(Nov. 1963), 743-747.
Discusses the origin of the McGuffey Readers (specifically the ideas and title), the life of the authors' grandfather, who succeeded McGuffey as a writer, and various revisions of the readers.

577. COLLIER, Marilyn. "An Evaluation of Multi-Ethnic Basal Readers." 44(Feb. 1967), 152-157.
Assumes that a necessary requirement for successful reading is that the person reading should be able to relate the material to past experiences. Evaluates twenty-five textbooks from four publishers on the bases of two considerations: (1) content of the readers as materials with which Negro children may identify; (2) content as material with which culturally disadvantaged children may identify. Categories observed included race, neighborhood, family, occupations, clothing, childhood, school. Conclusion: improvements are needed for the readers to meet the needs of culturally disadvantaged children and nonwhite children in all communities.

578. COURTIER, Audrey March. "Criteria for the Selection of Primers." 16(Nov. 1939), 271-278.
Analyzes twenty primers with copyright dates from 1930 to 1939 to distinguish those based on Mother Goose rhymes and fairy and folk tales from those based on social learning. Recognizes the importance of acquainting children with their society and culture.

579. CRISCUOLO, Nicholas P. "How Effective Are Basal Readers with Culturally Disadvantaged Children?" 45(Mar. 1968), 364-365.
Discusses research which indicates that not all criticisms of basal readers are justified and that intensive use of them with enrichment activities is effective.

580. DENT, Harold C. "A Principal Looks at Primers." 19(Apr. 1942), 140-146.
Maintains that selection of readers in the primary grades is of utmost importance. Criteria: (1) interesting content on the child's level, (2) suitable vocabulary, (3) illustrations, (4) other physical qualities of a good book, (5) teacher's manuals and balance of work material, (6) up-to-date publications, (7) contribution to the school's social studies program, and (8) aids for the children.

581. GLEASON, Thomas P. "The School Reader Ninety Years Ago." 33(Feb. 1956), 105-108.
Compares an elementary reading textbook of 1866 with one of today. The older textbeeks were plainer in format, more austere, and contained moralistic pieces of literature and U.S. history.

582. HABECKER, James E. "How Can We Improve Basic Readers?" 36(Dec. 1959), 560-563.
Maintains that current basic readers sacrifice literary quality for more didactic pedagogical purposes such as teaching brotherhood, moral equality, and respect for others. Pleads that works with literary merit will raise questions that will also fulfill the needs of understanding human nature. Includes a checklist to enable the teacher to determine which basal readers have literary merit.

583. MOIR, Hughes, and Curtis, William J. "Basals and Bluebirds." 45(May 1968), 623-626.
Strongly criticizes the employment of basal reading textbooks and workbooks to teach all children regardless of the individual's ability or interests.

584. NEWTON, Eunice Shaed. "The Basal Primer May Be Deceptively Easy." 40(Mar. 1963), 273-274, 334.
Offers a warning to those who want to change the basal primers. To the child, the repetition and gibberish is not gibberish at all; adults cannot think as children do. Children need to be introduced to the English language gradually.

585. PRATT, Marjorie, and Meighen, Mary. "What Beginning Readers Read." 14(Apr. 1937), 125-128, 151.
Presents a tabulated statistical study of nine basic preprimers, primers, and first readers (1938 copyright). Gives subjective classifications.

586. STAIGER, Ralph C. "How Are Basal Readers Used?" 35(Jan. 1958), 46-49.
Reports on a study made on the use of basal readers in the elementary school. Gives findings based on reports from 474 schools: (1) reasons for using or not using more than one basal text, (2) use of workbooks, and (3) teachers' attitude toward guide books.

**d. Textbooks**

587. BRYSON, Lyman. "Textbook of the Future." 14(Feb. 1937), 55-57.
Points out that people do not enjoy reading because of the texts they used. Gives suggestions for improving textbooks.

588. DEBOER, John J.; Yoakam, Gerald, and Editors. "Textbooks and the Educative Process: A Discussion." 22(Dec. 1945), 333-336.
The first part of this article is an answer by DeBoer to Gerald Yoakam's report on textbook difficulty. DeBoer questions the statement that teachers are able to teach only the middle group in a typical classroom and feels it would be practical to teach reading on an individualized plan using many copies of different books, rather than a basal reader series. In the second part Yoakam defends his statements and states again that reading instruction in groups can be meaningful and useful. He maintains that individualized instruction is too time-consuming. The third part is the editors' report on teachers who, even though using a basal reader series, are dissatisfied and wish to develop a system which would be more effective for more students.

589. WHEELER, Lester R. and Viola D. "Selecting Appropriate Reading Materials." 25(Dec. 1948), 478-489.
Authors present criteria for choosing reading textbooks, giving six factors of difficulty for selecting a reading text and suggesting methods for evaluating the difficulty of these textbooks.

590. YOAKAM, Gerald A. "The Reading Difficulty of School Textbooks." 22(Dec. 1945), 304-309.
Presents research results which show that the average difficulty of reading in school textbooks decreased during the period of 1935-1945.

**e. Workbooks**

591. DOCTER, Robert L. "Reading Work-

books: Boon or Busywork?" 39(Mar. 1962), 224-228, 230.
Reports on research done in the Los Angeles city schools to find out whether reading workbooks were a boon or busywork, showing individual results for grades 1-6.

592. PLOGHOFT, Milton H. "Do Reading Readiness Workbooks Promote Readiness?" 36(Oct. 1959), 424-426.
See 198 for complete annotation.

#### f. Miscellaneous

593. HAMMILL, Donald, and Mattleman, Marciene. "An Evaluation of a Programmed Reading Approach in the Primary Grades." 46(Mar. 1969), 310-312.
See 82 for complete annotation.

594. SCHUBERT, Delwyn G. "Reading Games: Why, How, When." 36(Oct. 1959), 422-423.
Lists criteria to be used when selecting reading games.

## 26. Bibliographies of Books for Children

595. BLATT, Gloria T. "The Mexican-American in Children's Literature." 45(Apr. 1968), 446-451.
Acknowledges discrimination against Mexican-Americans in public schools. Applies criteria for analyzing attitudes to various books and finds most of the books with Mexican-American themes free of prejudice. Bibliography of children's books about Mexican-Americans.

596. COLE, John. "Along the Magic Highway." 14(Oct. 1937), 215-218.
Lists several books for "The Foundation Library for Girls and Boys"—the right books for the right age. Tells of methods of getting books for school without book money.

597. COMMITTEE on Intercultural Education of the National Council of Teachers of English. "Some New Looks at Good Books." 26(Oct. 1949), 320-322.
Presents special notes about materials in the field of intergroup understanding. Lists twelve books in which children can find common understanding and reading enjoyment.

598. CROSSON, Wilhelmina M. "A Popular Subject." 13(Dec. 1936), 283-286, 304.
Annotates a bibliography of eighteen books about dolls and tells how the books were used in one teacher's classroom. Shows how many activities were used to stimulate the children's interest in these books.

599. McCAULEY, Virginia C. "'Out of This World': A Bibliography of Space Literature for Boys and Girls." 36(Feb. 1959), 98-101.
Lists a bibliography of authoritative and fictional space books.

600. SHAW, Margaret. "A Bridge of International Friendship." 13(May 1936), 170-173, 194.
Presents a list of 82 books representing 25 countries or parts of the world. Books listed range from preschool picture books to junior high and high school books, published from 1931 to 1934.

601. TAYLOR, Marie E. "Instant Enrichment: A Graded List of Books to Be Read Aloud." 45(Feb. 1968), 228-232.
Maintains the importance of reading aloud for developing literature appreciation; annotates books for grades K-6 according to interest level and communicative quality, not according to reading levels.

602. THORNLEY, Gwendella. "Storytelling Is Fairy Gold." 45(Jan. 1968), 67-79, 88.
Describes the necessary steps in preparing to tell a story with a bibliography of stories classified under age groups.

## 27. Children's Literature

#### a. Analyses

603. CHAMBERS, Dewey W. "How Now,

Dr. Dolittle?" 45(Apr. 1968), 437-439, 445.
Considers the racial bias in Lofting's story and its potential effect on children's value systems. Gives criteria for judging interracial books.

604. CHISHOLM, Margaret. "And Miguel Now?" 45(Nov. 1968), 881-884.
Lauds the film and book *And Now Miguel* and recounts the author's interview with the "real" Miguel seventeen years after the film and book appeared.

605. EARLY, Margaret. "Reading Skills in the Study of Literature in the Junior High School." 41(Nov. 1964), 783-787.
Maintains that junior high teaching of literature consists of teaching what literature is while elementary school teaching helps children to enjoy imaginative writing. Describes Dwight L. Burton's hierarchy of abilities—(1) those needed for "imaginative" entry into a work of literature, (2) those needed for perception of meaning, and (3) those needed for perception of artistic unity and significance—and tells how to teach these skills.

606. GUILFOILE, Elizabeth. "Developing the Reading Interests of Children." 20(Nov. 1943), 279-286.
See 499 for complete annotation.

607. JENKINS, William A. "Reading Skills in Teaching Literature in the Elementary School." 41(Nov. 1964), 778-782.
See 298 for complete annotation.

608. KECK, Virginia A. "Leading Children to Judge Books Wisely." 11(Oct. 1934), 212-213.
Asserts that children can be taught to appreciate better books.

609. LASSER, Michael L. "Literature in the Elementary School: A View from Above." 46(May 1969), 639-644.
Advocates choosing children's literature according to two criteria: (1) the material's value in providing reading practice, and (2) its literary worth. Stresses the importance of guiding students in reading choices in order to develop their literary taste, individuality, independence, maturity, and appreciation for the dramatic and ambiguous nature of literature and life.

610. MAIB, Frances. "Improving Children's Literary Tastes." 36(Mar. 1959), 180-184, 204.
Feels that children are ignorant of good literature; one reason is that texts have departed from the prose and poetry of good literature. One way to help is to read more to the children. By careful selection of books, a teacher may be able to help children become acquainted with characters, problems, standards, and ways of life that may throw light on their own problems.

611. MARTIN, Bill. "Helping Children Claim Language through Literature." 45(May 1968), 583-591.
Exposes the erroneous assumption that the culturally disadvantaged child lacks a language and substitutes the notion that language operates on three different levels. Suggests that teachers guide children from one level to another by (1) accepting the child's own language and (2) providing him with meaningful language experiences through literature.

612. PUHEK, Vivian Maddocks. "Opening Magic Casements." 8(May 1931), 109, 116.
Discusses the question "How can we judge the degree of success met by books presented to children?"

613. ROBINSON, Robert D. "The Three Little Pigs: From Six Directions." 45(Mar. 1968), 356-359, 366.
Lauds the story and critically analyzes it according to six approaches: (1) psychological, (2) sociological, (3) historical, (4) ethical, (5) formal or structural, and (6) archetypal.

614. SHAW, Jean Duncan. "Children's Fiction and American History." 45(Jan. 1968), 89-94.
Lists six categories of themes in children's books and scans American history relating it to themes in children's literature.

615. SMITH, E. Ehrlich. "Some High Spots in the Reading Program." 4(Feb. 1927), 42-44.
Sets up new standards for selecting books for reading instruction that include a variety of topics and interests.

616. SMITH, Elva S. "Book Friends of 1932." 9(Dec. 1932), 261-264, 274.
Urges reading with empathy, relating oneself to characters in books for significant literary experience.

617. SMITH, James Steel. "Blind Alleys in Children's Literature." 36(Apr. 1959), 223-225.
Lists and elaborates on eight questions which obstruct the child's progress in understanding children's books and eventually weaken his interest in them; states that one must start with the positive suggestion of having the child read the book.

618. SMITH, James Steel. "Books Real and Imagined: Author Retorts to Reviewer." 45(Nov. 1968), 966-967.
Defends his book, *A Critical Approach to Children's Literature,* against the misunderstandings of a reviewer and tells of his intent in writing the book.

619. STEWIG, John Warren. "Trends in Caldecott Award Winners." 45(Feb. 1968), 218-223, 260.
Surveys Caldecott winning books in an attempt to determine trends in the amount of realism found in the illustrations and the types of media used and concludes that the only trend is one of departure from tradition.

### b. Literature Units

620. AGNA, Mary. "Primary Emphasis on Fairy Tales." 45(Nov. 1968), 952-954.
Describes a fairy tale reading unit.

621. BEGGS, Bernice B. "Wide Reading on a Live Topic: Airplanes and Airships." 8(June 1931), 145-148, 152.
Discusses the possibilities of correlating various subjects in the study of a unit topic such as aviation.

622. BONE, Robert. "Using Literature to Extend Children's Experience." 36(May 1959), 314-318.
Discusses a unit experience for extending children's experiences through reading.

623. GEISER, Cynthia. "Needed—A Guide to Books." 37(May 1960), 296-301.
See 521 for complete annotation.

624. HOROWITZ, Tillie. "Into the World of Books." 35(May 1958), 314-316.
See 515 for complete annotation.

## 28. Libraries—Public and School

### a. General

625. BRIGGS, Elizabeth D. "Readers and Primers in Library Children's Rooms." 5(Nov. 1928), 267-268.
See 575 for complete annotation.

626. BRUNOT, Eugenia. "The Negro Child and His Reading: A Public Library Point of View." 9(June 1932), 159-160, 167.
Presents observations of a librarian as to the reading tastes of deprived Negro children.

627. COLE, John. "Along the Magic Highway." 14(Oct. 1937), 215-218.
See 596 for complete annotation.

628. ERDMANN, Naomi B. "Evaluating a Summer Library Program." 43(Apr. 1966), 400-401.
Raises questions which lead to improved reading instruction—questions concerning word attack skills, summer education, motivation in reading.

629. GEISER, Cynthia. "Needed—A Guide to Books." 37(May 1960), 296-301.
See 521 for complete annotation.

630. RUSSELL, David H., and Merrill, Anne F. "Children's Librarians Rate the Difficulty of Well-Known Juvenile Books." 28(May 1951), 263-268.
Reports a study of the difficulty of 60 juvenile books as rated by 60 librarians in ten states. Six formulas (Dale-Chall,

Flesch, Lewerenz, Lorge, Winnetka, Yoakam) were also used to rate some of the books. The children's librarians did not agree in rating the difficulty of juvenile books; they rated some books as much as five grade levels apart. Some librarians criticized the *Children's Catalog* because "it gives a false impression of the difficulty of books."

631. SAYERS, Frances Clarke. "Adventure in Reading." 14(Oct. 1937), 203-205, 226.
Lists books with annotations for Book Week. Suggests encouragement of reading as an adventure.

#### b. Programs

632. JEWELL, Opal M. "Book Week in an Elementary School." 26(Oct. 1949), 318-319.
Gives suggestions for activities for Book Week.

633. RUDOLPH, Beulah Counts. "Bulletin Boards and Displays to Publicize Books and Reading." 44(Jan. 1967), 37-39.
Lists books, pamphlets, and articles on techniques, ideas, and sources for bulletin boards and displays to publicize books and reading.

634. SOLOMON, Lynn Lathin. "Please Come—To a Book Week Party." 39(Oct. 1962), 578-579.
Gives directions for planning and executing a simple Book Week party, and lists possible activities involved.

#### c. Storytelling

635. BIDWELL, Corinne. "Three Little Pigs: Primary Style." 45(Mar. 1968), 354-355.
Endorses the reading of the old classics and rhymes to enrich children's backgrounds and to foster their enjoyment of fantasy.

636. JOSSELYN, Clara B. "Reading Aloud." 6(Oct. 1929), 219-220.
Describes the role of the librarian in promoting interest at the primary level in reading aloud.

637. MARTIN, Sue Ann. "Techniques for the Creative Reading or Telling of Stories to Children." 45(May 1968), 611-618.
Maintains that well-told stories can develop the imagination. Describes five techniques used in effective storytelling.

### 29. Readability and Legibility

#### a. Readability

638. BORMUTH, John R. "The Cloze Readability Procedure." 45(Apr. 1968), 429-436.
Describes ways in which teachers can use the cloze readability procedure to determine if instructional materials are understandable to children. A contrast to conventional tests.

639. COLEMAN, E. B. "Experimental Studies of Readability." (1) 45(Feb. 1968), 166-178; (2) 45(Mar. 1968), 316-324, 333.
Part 1 is geared to preschool and primary reading programs which investigate research concerned with the relationship of the characteristics of prose to readability with the objective of improving the teaching capacity of textbooks. Part 2 focuses on the shortcomings of many research projects and proposes better manipulation of reading variables to include all the necessary reading subskills in order to create books which even kindergarteners can read. Considers measures for assessing comprehension and generalizing of results.

640. DALE, Edgar, and Chall, Jeanne S. "The Concept of Readability." 26(Jan. 1949), 19-26.
States that content, style, format, and organization are interacting variables which affect readability. Notes that the degree of a child's readability depends on his general reading ability, his general and specific experience, and his interest and purpose in reading.

641. DALE, Edgar, and Chall, Jeanne S. "Reply" (to John Dawkins' "A Reconsideration of the Dale-Chall Formula," below). 33(Dec. 1956), 520-522.

Explains the Dale-Chall formula for measuring the difficulty of printed and spoken material. Gives specific correlations with areas under study.

642. DALE, Edgar, and Chall, Jeanne S. "Techniques for Selecting and Writing Readable Materials." 26(May 1949), 250-258.
Discusses readability by offering criteria to consider in selecting and writing readable materials. Gives references to publications which help to analyze suitability of materials for readers.

643. DAWKINS, John. "A Reconsideration of the Dale-Chall Formula." 33(Dec. 1956), 515-520.
Assesses the Dale-Chall formula for predicting reading difficulty. System is primarily based on word difficulty. Considers the shortcomings and advantages of the method.

644. DOLCH, E. W. "The Use of Vocabulary Lists in Predicting Readability and in Developing Reading Materials." 26(Mar. 1949), 142-149, 177.
Lists problems which should be kept in mind when using a vocabulary list to predict "readability."

645. FLESCH, Rudolf. "A Dissenting Opinion on Readability." 26(Oct. 1949), 332-334, 340.
Follows up four previous articles to clear up misconceptions of them. Describes formulas by Dolch, Dale, Chall, and Lorge as aids in preparing materials for children.

646. KLARE, George R. "The Role of Word Frequency in Readability." 45(Jan. 1968), 12-22.
Defines readability, presents an overview of the many variables which are related to it, and examines many experiments which yielded behavioral correlates of word frequency with emphasis on how and why frequency relates to readability.

647. LORGE, Irving. "Readability Formulae—An Evaluation." 26(Feb. 1949), 86-95.
Compares four methods of evaluating the readability index of a textbook. Feels that "vocabulary load" has been more meaningful in measuring readability, especially of those textbooks planned for children below fourth or fifth grade level.

648. MAKI, Valerie Spitz, and Kinnunen, Sylvia. "A Comparison of Sentence Length and Frequency of Word Repetition in McGuffey's First Reader and a Modern First Reader." 46(Mar. 1969), 313-317.
Points out the superiority of the McGuffey reader in the last century, but asserts that the modern reader is better due to greater frequency of word repetition and shorter sentence length.

649. RUSSELL, David H., and Merrill, Anne F. "Children's Librarians Rate the Difficulty of Well-Known Juvenile Books." 28(May 1951), 263-268.
See 630 for complete annotation.

650. WHEELER, Lester R., and Smith, Edwin H. "A Practical Readability Formula for the Classroom Teacher in the Primary Grades." 31(Nov. 1954), 397-399.
Lists the names of eight readability formulas for the classroom teacher to aid her in the selection of books and materials for independent reading.

651. WITTY, Paul A. "Improving Readability of Printed Materials." 28(Nov. 1951), 392-401, 409.
Voices concern for readability of printed materials which relate to all aspects of human endeavor, specifically identifying tax forms. Defines readability and suggests ways of improving it. Praises the U.S. Army program for illiterates, which shows that most adults can be taught to read through systematic instruction and use of readable materials.

652. WOOD, Leroy N. "Readability of Certain Textbooks." 31(Apr. 1954), 214-216.
Depicts a rating of teachers' judgments in comparison with two readability formulas, Yoakam and Dale-Chall.

### b. Legibility

653. AYER, Jean. "Format and Reading Appreciation." 17(Oct. 1940), 213-217.
States what goes into the format of a book and discusses how this influences children's reading appreciation.

654. BLACKHURST, J. Herbert. "Hygienic Standards in Type and Format of Reading Materials." 5(Apr. 1928), 101-103, 118.
Focuses attention on the readability of written materials considering headings, length of line, margins, size and color of type, and color and composition of paper. Faulty printing interferes with cognitive processes. Recommends the preparation of reading materials with a view to enhancing the psychological aspect of reading.

655. BURTT, Harold E. "Typography and Readability." 26(Apr. 1949), 212-221.
Emphasizes the part typography plays in reading speed as a factor in measuring readability of materials.

## 30. The Reading Process

656. BLACKHURST, J. Herbert. "The Nature of the Reading Process." 10(Apr. 1933), 83-85, 111.
Points to the error in current thinking concerning the nature of the reading process. The reading process involves much more than just the gathering of thought from the printed page. Because it involves the individual's past experiences and because symbols on the page simply direct the thought process, teachers should be aware of how past experience can condition a student's thinking.

657. KIRK, Samuel A. and Winifred D. "How Johnny Learns to Read." 33(May 1956), 266-269.
Authors refute Rudolf Flesch's book, *Why Johnny Can't Read;* analyze "How does Johnny learn to read?" by comparing the process of reading to that of learning to swim.

658. MURPHY, Paul G. "The Role of the Concept of Reading Ability." 10(Apr. 1933), 86-89, 111.
Shows high relationship between forming clear, concise concepts and the ability to read: the clearer one's concepts, the better his reading ability.

659. RUSSELL, David H. "Research on the Processes of Thinking with Some Applications to Reading." 42(Apr. 1965), 370-378, 432.
See 341 for complete annotation.

660. STAUFFER, Russell G. "Reading as a Cognitive Process." 44(Apr. 1967), 342-348.
Discusses independent and dependent variables as influences on reading learning. Also discusses reflective thinking, discovery learning, goals, individualized instruction as they pertain to the reading-thinking process. Assimilation and accommodation are the cognitive processes involved in reading.

661. UHL, Willis L. "What Children Do When They Read." (1) 8(Sept. 1931), 155-156, 170; (2) 8(Oct. 1931), 189-193.
Enumerates five fundamental processes of reading and proceeds to analyze them in the two issues. Identifies a number of behaviors common to children while they read.

662. YOUNG, William E. "The Language Approach to Reading." 7(May 1930), 113-115, 134.
Cites six possible causes for regressive eye movement in reading.

## 31. Personality Factors in Reading

663. BONEY, C. Dewitt, and Hood, Kathryn. "Social Habits and Reading Skills." 21(Feb. 1944), 59-62, 65.
Stresses the need to improve social habits in relation to reading skills.

664. HOMZE, Alma Cross. "Reading and the Self Concept." 39(Mar. 1962), 210-215.
Describes a child's self-concept in relation to reading, pointing out that, if the child's

approach to reading is a positive one, he sees himself in a favorable light. If, however, he has difficulty in comprehending ideas, his self-concept is a poor one, and he thinks of himself as a nonreader.

665. JOHNSON, Gertrude E. "Oral Reading as a Project in Personality Development." 5(May 1928), 137-139.
See 265 for complete annotation.

666. KESHIAN, Jerry G. "The Characteristics and Experiences of Children Who Learn to Read Successfully." 40(Oct. 1963), 615-616, 652.
Reports on the social, emotional, physical, and environmental characteristics common to 362 children who were successful readers out of 406 studied. Characteristics in common included (1) being well-adjusted in terms of personality; (2) having interested parents; (3) enjoying excellent physical health; and (4) belonging to strong family units.

667. KESHIAN, Jerry G. "Is There a Personality Pattern Common to Successful Readers?" 39(Mar. 1962), 229-230.
Defines a successful reader as one whose reading age is equal to or above his mental age, and notes that, when a child succeeds in reading, his personality problems are often resolved. Personality anomalies often lead to reading difficulties and are sometimes caused by reading difficulties. Cautions teachers not to rely on single personality patterns to help in discriminating between successful and unsuccessful readers.

668. RUSSELL, David H. "Reading and the Healthy Personality." 29(Apr. 1952), 195-200.
Lists society's cultural characteristics so the teacher may understand the needs of children when helping them select a book. Believes reading is a means of helping children and adults face problems of living and of fostering adjustments.

669. RUSSELL, David H. "Reading Success and Personality Development." 25(Feb. 1948), 73-82.
Presents six hypotheses about what reading success may do to children.

670. WILSON, Frank T., and Fleming, Cecile White. "Parents' Appraisals of Personality and Other Measures." (1) 16(Jan. 1939), 17-20; (2) 16 (Feb. 1939), 70-73.
Part 1 reports a study of reading readiness and progress of students in primary grades (Horace Mann School, Teachers College) and the relationship of this readiness and progress with measurable traits and abilities of the students. Part 2 notes three relationships of possible importance: (1) the number of children's activities seems to have a conspicuous relationship with good personality rating; (2) physical development, as shown by such measures as tapping, weight, coordination, and grip, seems possibly to be related to desirable personality development; and (3) a fairly high correlation (.40) for personal traits and perseveration attracts attention.

671. WITTY, Paul A. "Reading to Meet Emotional Needs." 29(Feb. 1952), 75-84.
Describes the use of bibliotherapy, giving case studies as examples.

## 32. Environmental Factors

### a. Parental and Home Influence

672. DELLA-PIANA, Gabriel; Stahmann, Robert F., and Allen, John E. "Parents and Reading Achievement: A Review of Research." 45(Feb. 1968), 190-200.
See 462 for complete annotation.

673. DOLCH, E. W. "If Parents Help with Reading." 32(Mar. 1955), 143-146.
Stresses that parents should not help teach reading to their child, but tells how parents can aid the teacher with specific problems.

674. FLOYD, William D. "My Son Is Learning to Read!" 36(Dec. 1959), 571-572.
See 209 for complete annotation.

675. HANSEN, Harlan S. "The Impact of the Home Literary Environment on Reading Attitude." 46(Jan. 1969), 17-24.
See 472 for complete annotation.

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676. KECKEFOTH, Ethel H. "Helping Parents Guide Children's Reading." 24(Oct. 1947), 372-380.
Offers information for parents in encouraging their beginning readers; they are not to teach. Includes a bibliography.

677. LARRICK, Nancy. "What Parents Think about Children's Reading." 33(Apr. 1956), 206-209.
Reports on a study of the anxieties that parents have about children's reading (parents felt there were two systems of teaching reading, sight and/or sound). Lists the parents' central concerns.

678. McNULTY, John. "Gee, I Want to Read." 32(Jan. 1955), 9-11.
Recalls entertaining conversation between a father and his small son who has just spent his first day at play school.

679. POLHEMUS, Mary E. "Home-School Cooperation for Better Readers." 32(Nov. 1955), 461-465.
Presents results and implications of a study to determine the home influence on reading progress in school, considering social class and the presence of newspapers and books in the home, among other things.

680. PRESSNALL, Hugo E. "Parents' Opinions of Reading Instruction." 33(Jan. 1956), 29-33.
Reports on a survey of parents' ideas about reading instruction, which ultimately enabled the school to interpret the reading program more thoroughly to the parents.

#### b. Cultural Factors

681. BARATZ, Joan C. "Linguistic and Cultural Factors in Teaching Reading to Ghetto Children." 46(Feb. 1969), 199-203.
See 78 for complete annotation.

682. BRUNOT, Eugenia. "The Negro Child and His Reading: A Public Library Point of View." 9(June 1932), 159-160, 167.
See 626 for complete annotation.

683. CRISCUOLO, Nicholas P. "How Effective Are Basal Readers with Culturally Disadvantaged Children?" 45(Mar. 1968), 364-365.
See 579 for complete annotation.

684. TORREY, Jane W. "Learning to Read without a Teacher: A Case Study." 46(May 1969), 550-556, 658.
See 210 for complete annotation.

### 33. Administrative Considerations

#### a. Staff Roles

685. BOSSONE, Richard M. "The Principal's Role in the Reading Program." 40(Mar. 1963), 277-279.
Contends that the principal's role in the reading program involves three major duties —to coordinate, to supervise, and to promote the program. When these duties are carried out, they can lead to a unified and a sound reading program. The principal then determines the strength of the program in his school.

686. LETSON, Charles T. "Minimum Standards for Professional Training of Reading Specialists." 38(Oct. 1961), 414-415.
Subtitled "A Guide for Teachers and Administrators, State and Provincial Departments of Education, Teacher-Training Institutions, Certifying Agencies," this statement was prepared by the Committee on Professional Standards, International Reading Association.

687. WITTY, Paul A., and Coomer, Ann. "Fostering a Balanced Reading Program: The Role of Parent, Teacher, and Librarian." 23(Oct. 1946), 241-246.
Discusses two problems which are common to every area of instruction and every class: (1) the teacher must understand the nature and needs of the children; (2) the teacher must seek the right materials and experiences. Includes a list of worthwhile books and magazines for the primary grades.

#### b. Preservice and Inservice Education

688. BETTS, Emmett Albert. "Levels of Professional Competency in Dif-

ferentiated Reading Instructions." 22(Nov. 1945), 261-270, 295.
See 42 for complete annotation.

689. FRAME, Norman. "The Availability of Reading Materials for Teachers and Pupils at the Primary Level." 41(Mar. 1964), 224-229.
See 551 for complete annotation.

690. GARNETT, Wilma Leslie. "The Status and Improvement of Student Teachers in Reading." 14(Apr. 1937), 147-151.
Describes means of improving ability of college freshmen to read, write, and speak more intelligently, through individual guidance, training, and testing. Includes table of a study made. Recommends that certified teachers have four years of college training.

691. SMITH, Ruberta N. "A Viewpoint in Preparing Teachers of Reading." 12(Dec. 1935), 271-273.
Suggests that the curriculum in teaching and preparing teachers has become one of preparing the teacher to teach children rather than subject matter.

692. STAHL, Stanley, Jr. "An In-Service Approach to the Improvement of Developmental Reading Instruction." 34(May 1957), 312-318.
Discusses the complexity of the reading process, the large number of failures, and the importance of the teacher's ability and role, and suggests fundamental skills and approaches. Gives an inservice outline of reading skills.

## 34. Biographies

### a. Educators in Reading

693. DAVIS, Frederick B. "Pioneers in Reading IV: Walter F. Dearborn." 35(Jan. 1958), 57-58.
Gives a biographical sketch of Walter F. Dearborn (psychology and education mentor at Wisconsin, Chicago, and Harvard). Reviews his academic achievements.

694. HOGGARD, J. Kendall. "Pioneers in Reading VI: Emmett Albert Betts." 35(Apr. 1958), 252-254.
Tells of the contribution of E. A. Betts (reading clinician, researcher, and textbook author) to the field of reading. States conclusions upon research gathered by Betts while working with 20,000 children over a period of 30 years.

695. MOORE, Walter J. "Pioneers in Reading I: William Scott Gray." 34(May 1957), 326-328.
Presents a biography of William Scott Gray (University of Chicago), who held many outstanding positions and published 407 articles. He pioneered in establishing educational conferences and stressed the importance of meaning in reading, a carefully coordinated reading program, and the urgency for raising the literary level of children and adults.

696. MOORE, Walter J. "William S. Gray, 1885-1960." 38(Mar. 1961), 187-189.
Discusses the work of William S. Gray (professor of education at the University of Chicago until 1950) and his contributions to education in the field of reading.

697. RUSSELL, David H. "Pioneers in Reading II: Arthur Irving Gates." 34(Oct. 1957), 397-398.
Presents an overview of Arthur Gates' (Columbia) career, including his work in general psychology, educational psychology, and reading.

698. STORM, Grace E. "Pioneers in Reading V: Edward W. Dolch, Jr." 35(Feb. 1958), 124-125.
Lists some valuable contributions to the teaching of reading by Edward Dolch, Jr. Includes such tools as (1) 220-word list comprising 75 percent of words used in first-grade books, (2) books on the teaching of reading, and (3) games as effective learning aids.

699. WEINGARTEN, Samuel. "Pioneers in Reading III: Paul Witty." 34(Nov. 1957), 481-484.
Analyzes Paul Witty's (Northwestern University) contributions in the fields of edu-

cation, psychology, mental hygiene, child development, and reading.

### b. Children's Authors

700. CIANCIOLO, Patricia Jean. "Meindert De Jong." 45(Oct. 1968), 725-730.
Praises the author's ability to vividly represent childhood and gives a biographical sketch of his life, relating it to his writings. Includes a briefly annotated bibliography of De Jong's books.

701. FREEDMAN, Florence B. "Ezra Jack Keats: Author and Illustrator." 46(Jan. 1969), 55-65.
Pays tribute to Keats and describes his family life and how it influenced him to become an artist. Recounts the development of Keats' illustrated stories.

702. KASSEN, Aileen M. "Kate Seredy: A Person Worth Knowing." 45(Mar. 1968), 303-315.
Gives a biographic sketch and relates it to Seredy's stories and illustrations.

703. KUHN, Doris Young. "Elizabeth Coatsworth: Perceptive Impressionist." 46(Dec. 1969), 991-1007.
Recounts an interview with the author which focused on her life and writings. Cites the author's and critics' evaluation of the prose and poetry; discusses the characteristics of the writing. Includes a bibliography.

704. MESSER, Persis B. "Beatrix Potter: Classic Novelist of the Nursery." 45(Mar. 1968), 325-333.
An attempt to discover the reasons for the lasting popularity of Potter's books by examining her life, writings, and illustrations.

705. ODLAND, Norine. "Carol Ryrie Brink and *Caddie Woodlawn*." 45(Apr. 1968), 425-428, 451.
Briefly relates the life of Carol Ryrie Brink and closely examines the steps she followed in writing *Caddie Woodlawn*, a Newbery Award winner.

706. ODLAND, Norine. "Marguerite Henry: Mistress of Mole Meadows." 45(Jan. 1968), 7-11.
Praises and annotates some of the more popular Henry stories.

707. PAINTER, Helen W. "Robert McCloskey: Master of Humorous Realism." 45(Feb. 1968), 145-158.
Relates the life of McCloskey to his paintings and stories and praises his ability to portray the ordinary in a meaningful way.

708. RICE, Mabel F. "Eleanor Estes: A Study in Versatility." 45(May 1968), 553-557.
Characterizes the author's ability by reviewing *The Moffats* and other books. Includes a bibliography of Estes' books.

709. SMITH, Kathryn A. "Kenneth Grahame and the Singing Willows." 45(Dec. 1968), 1024-1035.
Praises Grahame, "nature's gentle spokesman," and shows the influence of his life on his writing. Analyzes his works and the illustrations of *The Wind in the Willows* by both Rackham and Shepard.

## 35. Foreign Studies in Reading

710. DELLA-PIANA, Gabriel. "Teaching Beginning Reading in Other Countries." 41(Mar. 1964), 251-261.
Reports studies conducted in several countries showing that there is no superiority in either the analytic (whole-part) or synthetic (part-whole) method of teaching reading. Maintains that teachers should stop trying to find a "best" method and instead modify procedures to fit goals.

711. FEITELSON, Dina. "Structuring the Teaching of Reading According to Major Features of the Language and Its Script." 42(Dec. 1965), 870-877.
Describes a model beginning reading program in Israel based on scholarship in the Hebrew language. Hopes that the basic principles will prove applicable to other languages rather than to a single language and alphabetic system.

712. JANTZEN, J. Marc. "Teaching Reading in West Germany." 41(Oct. 1964), 640-642.

Beginning teachers in West Germany generally use one of two methods of teaching reading: the synthetic method, which is comparable to the alphabet-phonics method, and the global method, which is fairly similar to the whole-word method. Those using the synthetic method claim to be following the psychological principle that one goes from the simple to the complex, starting with the vowel, then the consonant, combining these into syllables, followed by words and sentences. Finally, the learner is taught that each of these parts (vowels, consonants, and diphthongs) is a whole, in itself having specific meaning and sounds. Thus, spelling and phonics are taught. The global method, considerably under attack in the U.S. at present, is the one favored in West Germany.

## 36. Miscellaneous

713. BETTS, Emmett Albert. "Reading and the Fourth R." 35(Jan. 1958), 18-25.

Discusses the term "average" and its fallacies when referring to school situations. Points out that the term "differences" has more meaning in classroom situations.

714. GREEN, Eva May. "The Filmstrip Explains the Reading Program." 32(Dec. 1955), 537-541.

Suggests how a filmstrip (*How Your Child Learns to Read*) can be used to interpret the reading program to parents.

715. SIPAY, Edward R. "The Effect of Prenatal Instruction on Reading Achievement." 42(Apr. 1965), 431-432.

Reports with tongue in cheek a study involving 112 pregnant women who were divided into three groups as to intelligence and reading ability of both prospective parents. One experimental group used a basal reader, another experimental group used phonics, and the control group used nonsense syllables. A fetoscope placed against the mother's abdomen was to transmit to the fetus instructions she received as well as her recited responses to her assignments. Tested in kindergarten, no significant differences in intelligence or reading readiness were found in the children born to these mothers. But tested at the end of the sixth grade, the experimental groups surpassed the control group, which tended to stay at actual grade placement. The basal reader group surpassed the phonics group. Author concludes: "Don't believe everything you read."

# Author Index


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